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ABSTRACT

An annotated bibliography on revenue producing sports is presented, with attention to: Proposition 48, exploitation of athletes, legal proceedings, research related to athletes and academic performance, psychological characteristics of athletes, and counseling programs for athletes. Introductions to each of the six topics are included. The section on Proposition 48 includes a summary of articles from the "Chronicle of Higher Education," presented in chronological order, as well as articles presenting alternatives to Proposition 48. Higher academic standards for athletes were stipulated by Proposition 48, which was adopted by the National College Athletic Association (NCAA) in 1983. Several ways young athletes are exploited include extravagant promises, the lure of television and national recognition, abuse of transcripts, and practices that dilute academic standards. The section on legal proceedings, which is a compilation of recent cases, law review articles, and articles from legal magazines, covers: broadcasting, discrimination, workers' compensation, the NCAA and regulation of collegiate sports, scholarship athletes and financial aid, education and college sports, violence in sports, racism and the student athlete. A list of additional references is included. (SW)

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REVENUE PRODUCING ATHLETES:
AN ANNOTATED BIBLIOGRAPHY

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REVENUE PRODUCING ATHLETES:
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INTRODUCTION

Football and basketball in the major college and universities are a major source of revenue for athletic programs, university and college budgets, television, print media, and local businesses. These revenue producing sports involve athletes who by definition are students at their respective schools. Attempts to ensure that athletes are receiving a proper education and are not being exploited for their athletic ability is the responsibility of the academic institution, the national governing associations, and the public.

In recent years, numerous abuses of regulations by athletic administrations have been reported. This is largely due to the tremendous revenues generated by successful athletic teams. The results of these abuses have been a public embarrassment to college and universities and have resulted in lost television revenues in schools placed on probation by the National Collegiate Athletic Association (NCAA), the governing body for collegiate athletics. These abuses have generated a wealth of literature about athletes in general, and football and basketball players in particular.

This annotated bibliography and list of references is a summary of the major events surrounding revenue-producing sports. The bibliography is divided into six areas: Proposition 48, exploitation, legal proceedings, academics, personality, and counseling. Following the annotations is a reference list which includes all annotated citings and some additional papers. Each annotated area is prefaced with a brief introduction to the particular area. The authors hope that background material in this document will provide an impetus for further exploration and research into the needs and characteristics of athletes in order to strengthen the academic preparation of future collegiate athletes.

PROPOSITION 48

No. 48 Eligibility - 2.000 rule
Bylaws: Amend Article 5, Section 1-(j) pages 74-77 as follows:
(Division I only)

(Note: A 2.000 qualifier as used herein is defined as one who is a high school graduate and at the time of graduation from high school presented an accumulative six, seven, or eight semesters' minimum grade point average of 2.000 (based on a maximum of 4.000) in a core curriculum of at least 11 academic courses including at least three English, two in mathematics, two in social science and two in natural or physical science (including at least one laboratory class, if offered by the high school) as certified on the high school transcript or by official correspondence, as well as a 700 combined score on the SAT verbal and math sections or a 15 composite score on the ACT.)

No. 49-1 Eligibility - 2.000 Rule
Amend Proposal No. 49-B; Bylaw 5-1-(j)-(2), pages 33-34, as follows:
(Division I only)

(2) An entering freshman with no previous college attendance who matriculated as a nonqualifier in a Division I institution ... shall not be eligible for financial aid, regular-season competition and practice during the first academic year in residence, except that a high school graduate who presents an overall accumulative minimum grade-point average of 2.000 but who fails to present and required grade-point average in the core curriculum and achieve the required test score may receive financial aid based upon institutional and conference regulations and, if the individual receives financial aid, shall be charged with the loss of one of the four seasons of eligibility permitted under Bylaw 5-1-(d). (NCAA, 1984)

Adoption of Proposition 48 at the National Athletic Association's (NCAA) 1983 annual convention has since evoked considerable discussion. Some educators have lauded the passing of Proposition 48 (Bylaw 5-1-(j)) as a step toward enforcing higher academic standards for students involved in collegiate sports. Others, especially black educators, have argued that inclusion of the minimum Scholastic Aptitude Test (SAT) and American College Test (ACT) scores was a racist move designed to exclude blacks from collegiate athletics. These educators cite research supporting their view that blacks would be the group most adversly affected by Proposition 48 when it takes effect in August 1986. These educators have received support from the Educational Testing Service which states that the test is a good predictor of performance in college only when used in combination with high school grade point averages. Immediately after Proposition 48 was passed in January 1983, several studies were initiated to explore the possible results of its enactment. The results of these studies have been mixed.

The following section is a summary of articles from the Chronicle of Higher Education. The articles are presented in chronological order, presenting events leading up to the passage of Proposition 48 in January 1983, and subsequent reactions to its adoption. Recently, a number of alternative proposals to Proposition 48 have been presented in anticipation of the NCAA convention in January 1985. Some of these articles are summarized here.

American Council on Education. (1979, October 9). Text of recommendations on collegiate athletics. The Chronicle of Higher Education, 3-4.

The article presents the text of the statement on "Responsibilities in the conduct of collegiate athletics programs." The article makes a policy statement on the following areas for boards of trustees, presidents, and athletic directors: a) Understand and/or clarify their institutional policy toward athletics; b) support and insist that the policy not conflict with the primary mission of the institution; c) insist that athletics follow a code of ethics; d) stress non-toleration of recruitment violations; e) insist on equal opportunity for both sexes in athletics; and f) if fund raising is a responsibility, insist that athletics are secondary to education. The policy statement is designed to get college presidents and trustees more involved in college athletics.

Middleton, L. (1979, October 9). Clean up sports, council urges presidents and trustees. The Chronicle of Higher Education, 3-4.

The American Council on Education has warned that the pressure to win and show a profit in athletic programs is beginning to overshadow education. Athletic programs should be apart of the total educational program. Offering athletics to as wide a student population as possible and enhancing development through competition should be the prime function of athletics according to the council. The council's make-up was criticized by a former NCAA president as being too narrowly focused; the council failed to note the importance of faculty committees on athletics. The council intended to make college presidents and trustees aware of the criticisms of college athletics and have them become more involved.

Davidson, D. (1980, June 22). Tech football dilemma: Either scholars or stars. The Atlanta Constitution, pp. 1, 14d.

The difficulties of Georgia Tech's football program in light of academic standards. Following the example of Stanford and Vanderbilt, Tech has tried to increase the number of prospects surveyed when recruiting. "You can win and keep your integrity" according to Tech coach Bill Curry.

Middleton, L. (1980, July 7). Two groups of college officials disagree on ways to prevent abuse of athletes' academic records. The Chronicle of Higher Education.

Disagreement from two factions within the ACE have arisen over allowing athletes to use credits from extension courses to meet academic eligibility. The President's Committee on Collegiate Athletics recommendations drew fire from the Commission on Educational Credit and Credentials who felt that the restriction would imply that the courses were of inferior quality and "more susceptible to fraud...than other academic departments." The CECC recommended that colleges attempt to validate transcripts from other colleges and universities. The recommendations stemmed from recent abuses of college credits. The two commissions did agree that college presidents should appoint one official who is not a part of the athletic department to monitor athletes' academic records.

Middleton, L. (1980, December 15). NCAA to vote on tougher academic rules for athletes. The Chronicle of Higher Education, 21(17), 1, 8.

Proposals to stiffen academic requirements are being considered by the NCAA, sparked by bogus transcripts and other recent scandals in collegiate athletics. Raising the current 2.0 high school grade point average to a 2.2 has been voted down in the past. This year, several proposals call for accumulation of a minimum number of credits in order to be recruited. The president of USC notes that "the whole philosophy must change for any lasting and meaningful reform to occur." Boyd McWhorter, commissioner of the Southern Conference and chairman of the NCAA's academic and testing requirement committee, believes that the onus of responsibility is on the institution. The article notes that for many state institutions which only require a high school diploma, the athletic departments have taken advantage of the admissions policy.

Most of the proposal would only affect the 266 institutions in Division I of the NCAA, considered big time athletic schools. The author highlights the proposals, which include requiring satisfactory program, either defined nationally or by the institution; raising the gpa from 2.0 to 2.2; and making freshmen with gpas below 2.75 ineligible for competition during their first year.

Finally, the article notes changes which have occurred at several colleges, specifically at the University of Southern California. The newly elected president helped establish policy which would require the admissions department to make sure that athletes met the same requirements as did other admitted students. The involvement by college presidents is in part a response to the rising cost of men's athletics while attempts are being made to improve women's sports. The article notes that several presidents have become involved after abuses in their athletic programs were made public.

American College Testing Program (1981). National Collegiate Athletic Association survey of graduation rates after five years for males entering college in Fall 1975. Iowa City, IA: Institutional Services Department, Research and Development Division, American College Testing Program.

A study of male graduation rates at 46 NCAA institutions (from which usable data was collected) showing 52% of all athletes (n=4065) entering in college in Fall, 1975 had graduated by Spring, 1980; 35.1% either dropping or transferring from where they enrolled.

The study also reports distributions of majors for all male athletes, enrollment status for male athletes and for non-athletes (the latter are by educational classification. The mean graduation rate for all non-athletes (N=32,419 was 41.5, ranging from 16.1% in general studies (n=976) to 59% for foreign languages (n=164). The mean graduation rate for all athletes was 50.1% (n=3946), with ranges from 12.5% for general studies (n=112) to 100% for foreign languages (n=9). When divided by sport, the total graduation rate was 49.9 (n=3963) with the two lowest rates being football at 42.9% (n=1047), basketball 41.9%(n=308).

Demographics were not provided for the 115 schools which agreed to participate when contacted by the ACT nor for the 46 schools from which usable data was available.

Scully, M.G. (1982, June 9). Moves to control abuses in sports eyed by major universities. The Chronicle of Higher Education, 24, 14.

The ACE has called for a discussion among college presidents of the problems of college athletics and the Association of American Universities will name a committee to study college athletics. College presidents have been accused of not getting involved in athletics, reflected recently in an article by the vice-president of the ACE. The move to get presidents involved by both institutions follows allegations and reported violations of faulty transcripts and other abuses. Both groups became involved in more presidential involvement after a meeting of college presidents and coaches organized by University of Georgia president, Fred Davidson in Brunswick, Ga. The results of this meeting are to be presented at next January's meeting of the NCAA.

Vance, N.S. (1982, October 6). College president's panel to ask NCAA to tighten academic rules for athletes. The Chronicle of Higher Education.

Twenty eight college presidents, members of a special committee formed by ACE have proposed tougher academic standards for student athletes. These standards include a mandatory high school curriculum and a minimum standardized test score. These recommendations will be submitted to the annual meeting of the NCAA in January. The NCAA's committee on academic testing and requirements will also propose a freshman eligibility measure allowing recruits to have a high school gpa of 2.5, a score of 700 on the SAT, or be ranked in the top 35% of their class. All the athlete need do is satisfy one of the requirements to be eligible.

The ACE committee has also proposed that athletes must be making "satisfactory progress" towards a degree and be in "good academic standing" in order to be eligible to play varsity sports. The rule would require that the courses an athlete was taking would lead towards a degree and that this would be substantiated annually by a chief executive officer. The ACE committee also has requested that the NCAA find a way to have college presidents more involved in future meetings.

Gibson, T. (1982, October 21). The real rewards are in the classroom. (editorial) USA Today.

Gibson asks what are our universities all about? Are they educational institutions or entertainment specialist in sports?

Crowl, J. A. (1983, January 5). NCAA can prevent abuses, many college chiefs say. The Chronicle of Higher Education, 25(17), 21.

Results of a survey of 81 Division I institution presidents showing that 53% felt the NCAA was doing and effective job preventing abuses now and 95% felt the NCAA was capable of an effective job. Other findings: 82% disagree with paying football and basketball players, 86% agreed that success in intercollegiate athletics made fund raising easier, 91% did not feel coaches should tenured, 2/3's said their athletic programs did not produce surplus incomes; of those that did, 6% produced surplus for both football and basketball, 19% football alone, 20% men's basketball. Presidents reported that % of students on athletic scholarships who receive degrees in 4 years (mean of 57%) was higher than % of all students (55%).

Williams, D. A. (1983, January 17). Raising the grade for athletes. Newsweek, 64.

The article highlights the proposed rule changes facing the NCAA at its annual convention in San Diego. Specifically, the article notes Proposition 48 and the proposal to require athletes to earn credits towards a degree. Williams reports how presidents have gotten involved in college athletics after seeing the control pass from their hands. Reportedly, more than 100 presidents plan to lobby for the rule changes in San Diego. The expected controversy is also noted, particularly those concerned that the NCAA will have academic requirements much stricter than many college and universities currently have for all students. In addition, the requirement of a minimum test score would inspire some athletes to have others take their test for them. With cynicism like this, it is not surprising that one college president suggested last year that colleges drop the ambiguity and turn their teams into professional farm clubs.

Crowl, J. A. (1983, January 19). NCAA votes stiffer academic requirements for participants in intercollegiate sports. The Chronicle of Higher Education, 25(19), 1+.

Report of the NCAA's passing of Proposition 48 in San Diego.

Smith, T. (1983, January 20). NCAA convention changes a lot of rules. The Athens (Ga) Observer, p. 10a

The author presents the latest changes in rules at the NCAA's annual convention and the reaction from faculty, the assistant athletic director, and academic counselor at the University of Georgia.

Sanoff, A. P. (1983, January 24.) Classroom crackdown on college athletes. US News and World Report, 75-76.

Sanoff notes the recent rule changes approved by the NCAA and focuses specifically on the controversy surrounding Proposition 48. He notes the problems faced by several universities which have resulted in NCAA probation. While the proposals are generally acceptable to many college presidents, one wonders if it is too little, too late.

Creamer, R. W. (1983, January 26). Furor in San Diego: A testing problem for the NCAA. Sports Illustrated, 58(3), 9.

A discussion of Proposition 48's repercussions including comments by Joe Paterno of Penn State, Jesse Stone of Southern University, Joseph Johnson of Grambling, Harry Edwards of University of California and Robert Randolph of Alabama State. Race is the primary point in the disagreements between Paterno, Edwards and the black college presidents. Another point brought up is that the NCAA is making across the board attempts at curing athletic abuses without looking at institutions which serve special missions (i.e. predominately black colleges).

Farrell, C. S. (1983, January 26). A critic sees his protest against racism in sports vindicated after 20 years. The Chronicle of Higher Education, 25(20), 17+.

Proposition 48 calls for very moderate achievement on the part of athletes which underestimates the athlete's capabilities to rise to the academic challenge according to Harry Edwards. Dr. Edwards was raising the question of exploitation of black athletes in the 1960s and is finally winning acceptance of his views. He outlines his athletic "bill of rights" which he feels will protect the player and his education. Edwards also believes that the college-bound athlete needs to ask questions of the recruiting institution, including: academic expectations, athlete's majors, their grade point average, graduation rate and number of years taken to graduate. Also Edwards believes that unless the sophomore athlete has won some postseason honor or award, he should concentrate more on academics and other career opportunities.

Farrell, C. S. (1983, January 26). Two civil rights leaders denounce NCAA's new academic standards. The Chronicle of Higher Education, 25(20), 1+.

Jesse Jackson and Joseph Lowery denounce Proposition 48, agreeing with Jesse Stone of Southern University that blacks do not score as high on the SAT as whites. Their position is in favor of academic excellence, open admission, and a core curriculum but minimizing the use of standardized tests. The Proposition is noted as a Band-Aid approach to the major problems in athletics by Mary Frances Berry.

Vance, N. S. (1983, February 2). Testing-service head hits NCAA's academic rules. The Chronicle of Higher Education, 25(21), 1+.

Gregory Anrig, president of the Educational Testing Service opposed the recently passed Proposition 48 since it will require a minimum standardized test score. He believes that using a fixed score will have effects that were not fully realized when the measure was passed. He notes that the issue cuts across racial lines although blacks would be affected more than whites.

Martz, R. (1983, February 6). NCAA to require progress toward degree. The Atlanta Journal and Constitution, p.10-A.

Proposition 56, passed by the NCAA at the same time as Proposition 48 takes effect in the fall of 1984 and requires that student-athletes show progress toward a specific degree. The proposition attempts to eliminate athletes from being able to take a class long enough to keep their eligibility and then dropping out without a penalty.

Davidson, D. (1983, February 6). Hard school, small schools will be the winners. The Atlanta Constitution,

A look at why Georgia Tech did not look twice at David McCluskey, a top rated high school football player. Hard schools, like Tech and small schools, like Division II institutions are the winners of Proposition 48, Davidson maintains. Setting an across the board academic policy will hopefully send a message to high school athletes that they need to buckle down academically if they plan to play Division I football and basketball.

Christensen, M. (1983, February 6). Does the SAT discriminate against minority students? The Atlanta Constitution.

The arguments about using the SAT as a criteria in proposition 48 is discussed with some believing it to be racially biased and the College Board maintaining that when used in conjunction with other measures, the SAT provides an accurate predictor of performance in college. 1980, '81, and '82 SAT breakdowns for blacks, whites and national average for combined scores are as follow: B:690,694,707; W:924,925,927; NA: 842, 890,893.

Christensen, M. (1983, February 6). Proposition 48: Boon or boondoggle? Part 1: College athletes facing toughest test. The Atlanta Constitution.

An account of the NCAA decision to set academic standards for freshman admissions in August 1986.

Hansen, J. O. (1983, February 7). Proposition 48: Boon or boondoggle? Part 2: The down side: Black athletes and black colleges will bear the brunt of the new rule. The Atlanta Constitution.

Robert Miles graduated from the University of Georgia with a 2.7 gpa and is beginning graduate school, but he would not have been eligible if Proposition 48 had been effect when he was a freshman. Hansen notes the "disturbing evidence" that the rule as proposed would hurt the very ones it is aiming to help, black athletes. In addition, predominately black colleges also feel they are the potential big losers if the proposal is passed. Test officials admit that less than half of black high school students reach 700 on the SAT and that the test should not be used alone as a cutoff score.

Fred Davidson, President of The University of Georgia says Proposition 48 is an overdue signal to high schools to set higher standards. Opponents disagree, saying education has lagged behind for years. (Georgia ranks 49th in SAT scores, 45th in per capita expenditures on education, and 42nd in paying teachers). In some states, the proposal is higher than current state policy for a core curriculum. and many feel the NCAA should not regulate educational policy.

Black colleges will also suffer, according to Jesse Stone, president of Southern College. Forty percent of his sports teams would be lost. He is also upset that the NCAA did not consult with blacks when they drafted the new proposal. For other opponents the proposal is a move by alumni to eliminate the numbers of black faces from football and basketball teams at predominately white institutions. All in all, Hansen feels black athletes and black colleges will feel the brunt of the new NCAA academic rule.

Martz, R. (1983, February 8). Graduation rate higher for athletes than non-athletes. The Atlanta Constitution.

Martz presents a summary of the American College Testing Program's (1982) with the NCAA, where graduation rates for athletes were found to be higher than for non-athletes.

Martz, R. (1983, February 8). Proposition 48: Boon or boondoggle? Part 3: High schools, parents have the primary responsibility. The Atlanta Constitution.

Martz uses the story of Lester Brown to highlight the fact that athletes are often overlooked academically. He also highlights Furman university's program which has particularly high academic standards. The responsibility for keeping athletics in line is given to parents, coaches and teachers. Some proponents favor raising academic standards but legislators, such as Georgia's do not support education with finances or even a core curriculum. Athletes such as Brown would not have been eligible under proposition 48 as most of Atlanta's black athletes - thus the reason Proposition 48 is under such scrutiny three years before it goes into effect.

Stone, J. N. (1983, February 8). Why punish the athletes instead of the exploiters? The Atlanta Constitution, p.13-A.

The president of Southern University and a main opponent of the test score cutoff in Proposition 48 sees the new rule as a disservice to blacks who wish to obtain education while participating in athletics. He maintains the rule was in response to the violations of major universities who have taken scholarship out of athletics and exploited a large percentage of black athletes. He also believes that the passage of the rule was an attempt to soothe a white conscience who wish to return college athletes to a white dominated sport by using academic standards. Stone supports the minimum course requirements of Proposition 48 but opposes the use of a test score in making an admission decision. He notes that the College Board admits that fewer than 50% of blacks score above 700 while more than 70% of whites do. He also says that proposition 48 sets higher standards for athletes than for other students. The NCAA has no business setting academic policy at the secondary or collegiate level according to Stone. Finally, the omission of blacks in the group who drafted the proposal passed by the NCAA suggest that black colleges have nothing to contribute to quality education.

Vance, N. S. (1983, February 16). Academic rules would affect blacks more than whites, study finds. The Chronicle of Higher Education, 25(23), 17-18.

Sixty per cent of black athletes attending Big Eight conference institutions would have been barred from competition in their freshman year had the NCAA's Proposition 48 been in effect according to the Educational Testing Service. This is an indication to those opposed to the rule that the NCAA's recent ruling would in effect dictate admissions requirements.

Vance, N. S. (1983, March 9). Modifications of new NCAA rules weighed by college presidents. The Chronicle of Higher Education, 26(2), 1+.

The committee which drafted Proposition 48 says it will consider ways to modify the ruling. The panel was criticized by black college presidents who say the rule is discriminatory towards blacks.

Farrell, C. S. & Vance N. S. (1983, March 16). Black leaders weigh proposals to revise rules for athletes. The Chronicle of Higher Education, 26(3), 1+.

At a meeting of the National Association for Equal Opportunity in Higher Education, (the NAFEO, an association of 114 historically black colleges and universities) several alternatives to Proposition 48 are being considered. Among those being considered are barring freshman from competition and guaranteeing scholarships for five years.

Farrell, C. S. (1983, March 23). Black educators call for repeal of NCAA's academic requirement. The Chronicle of Higher Education, 26(4), 1+.

Several black leaders call for repeal of Proposition 48 due to bias of test score in determining eligibility. Jesse Jackson and Harry Edwards call for repeal of Proposition 48 and propose a "bill of rights" for college athletes including barring freshman from varsity sports and guaranteed scholarships, even if dropped from the team.

National Collegiate Athletic Association. (1983, March). 1983-1984 NCAA Manual. Mission, KS: National Collegiate Athletic Association, 79-80.

The manual outlines Proposition 48, Bylaw 5-1-(j), as passed by the NCAA at its January, 1983 meeting.

Vance, N.S. (1983, May 11). Mixed results in Big 10 university study. The Chronicle of Higher Education, 26(11), 17-18.

A study at a Big 10 conference university found only black football and basketball players would be significantly effected by Proposition 48. Ann Mayo of Ohio State University and Charles Zimmerman of Robert Morris College conducted the study of the unidentified institution. While the black athletes scored significantly lower than their white counterparts on college grades and standardized test scores, their class ranks were not significantly different. The researchers took this to mean that black athletes could perform as well as their white counterparts in high school but still not be prepared to take the ACT or SAT. The black athletes also failed to do as well as their standardized test scores and high school academic rankings predicted.

Vance, N.S. (1983, May 11). Three institutions find athletes' grades low. The Chronicle of Higher Education, 26(11), 17-18.

Reports form California State University at Fresno, Virginia Polytechnic Institute and State University, and the University of Florida report a higher proportion of athletes with gpas lower than 2.0 when compared to their nonathlete peers. Of football and basketball players, 19% of whites and 41% of blacks had gpas below 2.0. The results of the report are to be used to design a tutoring and counseling service for athletes.

Vance, N.S. (1983, August 31). University presidents weigh revisions in academic standards for athletes. The Chronicle of Higher Education, 27(1), 19, 23.

The ACE's special panel of college presidents and representatives of black colleges met to discuss Proposition 48. An alternative rule was proposed that would allow colleges to bar a percentage of freshman from playing, those who were most underprepared. The ACE panel again supported its commitment to Proposition 48 saying it would not alter it drastically since it helps identify "at risk" students. The rule modification was taken into account in an attempt to consider traditionally black institutions, not a way of "watering down" the rule. It was also recommended that college presidents be willing to verify their institution's compliance with the ruling and that random audits be taken to insure compliance.

Perkins, H.D. (1983, September 7). Higher academic standards for athletes do not discriminate against blacks. The Chronicle of Higher Education, 27(2).

The author is embarrassed at the attitude of some black educators that Proposition 48 discriminates against blacks. He claims that these black educators views support the idea that blacks are dummies. He also notes that while the educators do mention the culturally related items on the SAT, they fail to mention that one half of the test is quantitative, and thus neither black or white. It is an insult to blacks, Perkins maintains, to complain about test bias. He believes blacks can meet the requirements of the new Proposition when it goes into effect in August, 1986; that it is a matter of commitment, not color.

Vance, N.S. (1983, September 14). Plan to give presidents more power "undemocratic," NCAA officer says. The Chronicle of Higher Education, 27(3).

A proposal to give college presidents effective control of the NCAA was called "undemocratic" by the institution's second in command. A panel of the ACE proposed a board of 36 presidents who would have veto power over rules and practices of the association. The NCAA believes this proposal would give too much power to the board.

Carter-Williams, M. (1983, September 21). Black athletes and academic standards. (letter). The Chronicle of Higher Education 27(4).

Ms. Carter-Williams, a senior fellow at Howard University's Institute for the Study of Educational Policy, argues against the notion that black colleges ought to accept Proposition 48 or an alternative academic proposal. She contends that "educational practices reflect pluralistic and egalitarian values ...which are narrowly defined when using narrow selection measures (i.e. test scores), that, in essence lead to exclusion from excellence."

Vance, N.S. (1983, September 21). Big time football powers would gain some autonomy in NCAA compromise. The Chronicle of Higher Education, 27(4), 28

A subcommittee of the NCAA endorsed a proposal which would grant Division I-A members the right to adopt their own rules and regulations. This proposal would end the controversy between big time football powers and other Division I institutions. In the new plan, Division I institutions would vote together only on those rules which would affect tournament championships. Two thirds of Division I members voting together could veto either Division I-A or the rest of Division I. The plan will now go before the January meeting to the NCAA if endorsed by the full council.

Vance, N.S. (1983, September 21). NCAA urged to bar freshman in big-time sports. The Chronicle of Higher Education, 27(4), 23.

A special committee of the NCAA has urged the association to bar freshman from playing varsity football and basketball. The committee also urged that institutions be required to report information regarding the academic performance of their athletes. The proposals must go before the NCAA's council in order to be put on the agenda for the January meeting. The committee realized its proposal faced a political uphill battle but decided to recommend the desirable instead of the feasible. Under the proposal, freshman would only be allowed to participate in junior varsity sports and their time practicing would also be limited. The committee would allow the number of scholarships to be increased so that varsity teams would not be reduced significantly.

An audit system for athlete's academic information was also proposed. The proposal was designed to force institutions to "clean up their act." It was noted that some college presidents were opposed to the rule due to comparisons which would be made between institutions.

Vance, N.S. (1983, September 28). Proposal to give presidents veto power in NCAA opposed by reform panel. The Chronicle Higher Education, 27(5), 21.

A special committee of the NCAA announced its opposition to giving presidents direct control over the association. The committee's proposal would involve presidents more in the activities of the NCAA. The "Select Committee on Athletic Problems and Concerns in Higher Education" was created by the NCAA to investigate athletic reforms. The committee proposed a president's council which would be allowed to propose legislation to the NCAA, but not allow for veto power. The proposal was offered as a "reasonable middle ground" between the ACE's proposal and not having a council at all.

Davis, J.R. (1983, October 5). College presidents and the governance of NCAA. (letter). The Chronicle of Higher Education. 27(6).

As secretary-treasurer of the NCAA, Davis maintains that he has encouraged presidents of colleges to be involved in athletics but he opposes giving veto power to a board of 36 college presidents to policy of the NCAA as proposed by the American Council on Education.

NCAA Council endorses six proposal from committee on college sports (1983, November 9). The Chronicle of Higher Education, 27(11), 29.

The committee endorsed the following proposals: establishment of a board of presidents within the NCAA, establishment of a "quiet period" for recruits when recruiters could not visit, strengthen eligibility requirements for transferring athletes, allow Division I-A to pass its own rules, allow institutions to give athletes who qualify for Pell Grants miscellaneous expenses, and allow each subdivision to regulate how much money institutions may award in scholarships.

Vance, N.S. (1983, December 7). Academic standards for athletes still controversial. The Chronicle of Higher Education, 27 (15).

At the College Board's recent meeting in Dallas, Proposition 48 was still being discussed. The president of Tennessee State University said the Proposition "blames the victims" and the test score cutoff would keep black athletes from playing college athletics. Academic integrity, he said, required that institutions recruit those athletes who are educable at that institution, not require all athletes meet one standard.

Harry Edwards spoke at the convention in favor of Proposition 48. He said the rule was one step toward resolving the problem of blacks seeing athletics as their only ticket out. The rule would place emphasis on academics as well as athletics. Edwards criticized plans to exempt black colleges from the rule noting that this would be a return to "separate and unequal programs."

At the Educational Testing Service's annual convention, the 700 cutoff score came under fire. The objection centered around an "indiscriminate application of a given test score to all institutions of higher education." The ETS felt that more criticism should be leveled at the low high school grade requirements instead of the test score cutoff.

Linda Greene, an associate professor of law at the University of Oregon speculated that the rule would be upheld if presented to the present Supreme Court. The clearest reason that the Court would uphold the rule would be that the association did not intend for the rule to be racist.

American College Testing Program. (1983). American College Testing Program high school profile report for the 1982-1983 school year. Iowa City, IA: American College Testing Program

Norms profile based on ACT (1978-1981 assessment) test scores and high school grade averages of college-bound students. 50th percentile for English=15; math=16; social studies=16; natural sciences=20; composite=18; with high school grades (self reported) at 3.00.

Vance, N.S. (1984, February 29). Schools found not telling athletes about academic rules. The Chronicle of Higher Education, 28(1).

Most high school principals are found to be aware of the recent ruling of the NCAA concerning freshman admission requirements under Proposition 48 a survey found. However, fewer than half of them have taken steps to inform students about the changes. In light of this finding, the authors of the survey said the NCAA had a responsibility to provide high school officials with free information to use with college bound athletes. The NCAA responded that they were actively seeking ways to distribute information to high schools.

Vance, N.S. (1984, March 28). Senate to probe college rules on sports scholarships. The Chronicle of Higher Education, 28 (5).

Senator Howard Metzenbaum will begin hearings in April on whether colleges should be required to continue an athlete's scholarship until he receives a degree or he stops making academic progress towards one. Proposed legislation would guarantee scholarships to athletes who were injured or could no longer play and to those who needed longer than four years to graduate. The president of the NCAA felt that the one-year scholarships had not caused great problems and that any decision should be left to the association.

Metzenbaum's interest came from a television report on the Center for Athlete's Rights and Education (CARE), a nonprofit group that councils athletes in 19 New York high schools. CARE helps high school players with knowing their rights, dealing with recruiters, and understanding the NCAA rules. The director of CARE charged that Congress was getting involved because the NCAA was not doing anything.

Crowl, J.A. (1984, April 11). Two year colleges tighten eligibility rules, set minimum credits and grade average. The Chronicle of Higher Education, 28(7), 33-34.

Report of the National Junior College Athletic Association's requirements that students must be enrolled for at least 12 hours in an approved program listed in the schools's catalog, earn a 1.5 grade point average in the first term and earn 24 semester hours to be able to participate in a second year and have a 1.75 grade point average. The changes stemmed from a survey of college presidents which found 69% of presidents and 58% of athletic directors in favor of raising the required grade point average for athletes.

Mihalich, J.C. (1984, April 18). Let's not bar freshman from playing sports. The Chronicle of Higher Education, 28(8), 72.

The author argues for maintaining freshman eligibility saying it is to everyone's advantage and anachronistic: there is no longer a need for the rule. Freshman are socially more sophisticated than before, more familiar with the college experience, see attending classes as "normal", have the availability for college-oriented programs in high school, and are exposed to higher levels of technical preparation as athletes than before. Redshirting is also pointed to as a viable way of allowing athletes who have academic difficulties, injuries, or personal/family problems a time to adjust to the college experience. Mihalich notes that many coaches abuse the redshirting option when an athlete does not fit into their immediate plans. The whole of college athletics needs direction and control and too many are quick to treat a symptom (freshman eligibility) rather than the disease (huge gate receipts and TV revenues).

Edwards, H. (1984, Summer). The black "dumb jock": An American sports tragedy. College Board Review, 131, 8-13.

Dumb jocks are not born, they are created systematically by American society. "The shameful situation of the black student athlete has been for so long so not only widely tolerated but also expected and institutionally accommodated." Research is noted which shows that black families are four times more likely to involve their children in community sports than white families. The highly visible role models for blacks are athletes. "By the time many black student athletes finish their junior high school sports eligibility and move on to high school, so little has been demanded of them academically that no one any longer even expects anything of them intellectually." Thus 65-75% never graduate and of the 25-35 who do, 60-65% of these have physical education or "Mickey Mouse" jock majors. The proportion of athletes who "make it" to the pros is also statistically small. Only 2% of those drafted sign a pro contract and most are back on the street within 3-4 years. With a lower "safety net" for black athletes financially and socially, many find themselves disengaged from their only means of support - sports. The effects of disengagement include antisocial behavior, substance abuse and even suicide. Looking at the actual number of black Americans employed in professional athletics today, 2,400 is not a large number. The number of young black athletes aspiring to professional sports far outweighs the number of professional slots available.

Edwards maintains his support for Proposition 48 if for no other reason than its attempt to communicate to young athletes that they are expected to perform academically as well as athletically. Black educators have helped perpetuate the stereotype of the black "dumb Negro" according to Edwards, by not coming our in favor of Proposition 48.

Dr. Edwards proposes a program of action for the NCAA institutions to curb abuses of black athletes. He would a) have each institution provide a written statement to the prospective student athlete outlining potential majors with expected grade point averages, and a list of graduation rates for the previous 5-year period - verifiable by the university president and available to the public; b) replace four-year grants in aid, awarded one year at a time with a five year scholarship - guaranteed with specific rules governing the rescission of the aid; c) elimination of freshman eligibility; d) assessment of each student athletes academic abilities with targeted developmental programs specific for the athletes; e) establishment of mandatory, standardized orientation for incoming freshman; f) regular, professional medical service and treatment for athletes; and g) guaranteed support for athletes having to finish academic requirements as a result of fulfilling athletic obligations and compensation for exceeding 40 hours per week in preparation to participate in athletics.

Edwards maintains that black athletes can rise to the occasion academically if requirements are set and maintained. We have set up our children for academic victimization he says, thus we as a society and the athletes as victims must take responsibility for improving the history of abuses in collegiate sports.

Ervin, L., Saunders, S.A., & Gillis, H.L. (1984, Summer). The right direction but short of the mark. College Board Review 131, 15-19.

Proposition 48 is the most recent attempt to reform intercollegiate athletics, a system beset with controversies, conflict, and abuses. Historically, attempts have not been successful and little has been done to halt increasing commercialism and subsequent exploitation.

The authors review research on academic performance of athletes in light of Proposition 48 including the NCAA/ACT study with data from 46 NCAA institutions finding athletes graduating at a higher rate than non-athletes. A Colorado State study without the NCAA/ACT's methodological problems is also reported which found athletes differing in every way from non-athletes.

The authors conclude that a sounder policy than Proposition 48 is where a college would only admit those athletes who met that institution's admission standards for all incoming freshman. This would then assure that athletes would be academically competitive, and that all institutions would be on an equitable basis.

Toner, J. L. (1984, Summer). A statement of NCAA policy and intentions regarding Proposal 48. College Board Review, 131, 13-15.

In responding to the intent of Proposition 48, Toner notes the purpose and history of the NCAA with regard to athletics and academics. He notes that immediately after Proposition 48's passage, the NCAA contracted with Advanced Technology, Inc to answer questions about Proposition 48's effects. He also mentions that a guideline for high school principles is being mailed by the NCAA to explain the new rule. The NCAA has also passed other legislation related to athlete's academic progress including monitoring of graduation rates and admission standards - a move he says is an indication that the NCAA is committed to conducting athletics as "an integral part of the dignity and high purpose of higher education."

Farrell, C.S. (1984, July 5). Witnesses at hearing clash over regulation of academic standards for college athletes. The Chronicle of Higher Education, 28(19).

Harry Edwards, appearing before a Senate Subcommittee on Education, Arts, and Humanities hearing said federal intervention is the only way to move institutions "way from the the 'dumb jock syndrome.'" John Toner of the NCAA and Dean Smith of UNC did not agree with Edwards on federal intervention. Smith supported the need to raise academic standards, offer, 'no-cut' scholarships for athletes and bar freshman from eligibility. Senator Metzenbaum agreed there were problems but did not feel federal intervention was necessary unless the NCAA did not act to police there own problems.

Monaghan, P. (1984, July 18). NCAA President's commission meets, sets agenda for future discussion. The Chronicle of Higher Education, 28(21).

In this organizational meeting, attended by only 27 of the 44 member institutions, the commission set the agenda for its October meeting in which it is expected to review the NCAA's academic research on Proposition 48, hear a proposal which would have colleges keep detailed records on graduation rates, test scores, and high schools grade point averages, and hear a report on rule infractions and the "winning-generates-revenues cycle."

Advanced Technology (1984, August 25). Study of freshman eligibility standards. (technical report submitted to the NCAA). Reston, Va: Advanced Technology, Inc.

A study authorized by the NCAA council and conducted by Advanced Technology, Inc. represented 206 of the 276 Division I institutions and included nearly all Division I-A members. The purpose of the study was to examine the effects of Proposition 48 (Bylaw 5-1-(j)). The report examined high school transcripts, standardized test scores and graduation rates of athletes entering college in 1977 and 1982.

The study found that whereas the standardized test score was helpful in predicting graduation rates or drop out rates, using the test score alone results in a wide discrepancy between the number of black and white athletes who qualify for participation in collegiate athletics. The study claims that if blacks continue to score in the same distribution of scores, many of them who could graduate would be denied eligibility. Using a core curriculum alone results in a smaller discrepancy between whites and blacks, but still has a large percentage of athletes declared ineligible. When test scores are allowed to qualify those students with less than a 2.0 in high school, about 2% more athletes qualify. Using either criteria of Proposal 48 would allow more athletes to be eligible, but as the report notes, the "or" proposition would in essence allow a student who meets the test score criteria not be required to take any more core curriculum courses.

When examining the alternatives to Proposition 48, the report recommended a combination of test scores and curriculum requirements in the form of an index score. The report acknowledges that the formula may "be more cumbersome to apply", but that it produces reasonable prediction rates and allows the partial barrier that the "or' model excludes.

Farrell, C.S. (1984, September 5). Sport rule will bar able blacks, NCAA study says. The Chronicle of Higher Education, 29(5).

In a study released by the NCAA and conducted by Advanced Technology, Inc, academic records of 16,000 freshmen athletes on full or partial scholarship were analyzed in 1977 and 1982. 206 of 276 Division I institutions participated in the study. The study found 69% of black men would not have qualified under Proposition 48; 54% of whom graduated. 59% of black women would not have qualified of whom 49% graduated. Graduation rates by race for those athletes enrolled in 1977 were 31%-black males, 56% black females, 53% white males, 63% white females; the overall graduation rate was 50% for athletes, comparable for all freshman entering college in 1977. Gwendolyn Norrell, of Michigan State notes that "this study ...demonstrates that student-athletes graduate at approximately the same rate as other students."

Farrell, C.S. (1984, October 3). New sports governing body for major universities proposed to consolidate or replace NCAA, CFA. The Chronicle of Higher Education, 29(6).

Edward T. Foote, II, President of the University of Miami, proposes a new organization to consolidate or replace NCAA and CFA. He notes the weakness of the NCAA in light of the recent Supreme Court decision and CFA limited membership (no Big 10 or Pacific-10 teams). Foote said a new association would be linked by shared academic values, to "insure appropriate balance between athletics and academics."

Farrell, C.S. (1984, October 17). NCAA council backs delay in applying academic rules for freshman athletes. The Chronicle of Higher Education, 29(8), 27-28.

The governing council of the NCAA voted to delay application of Proposal 48, scheduled for implementation in August, 1986. This action seems to guarantee modification of the rule when the NCAA meets in January. Support for the argument came from research which reported a large percentage of black athletes who eventually completed their degrees would have been excluded under the new rule.

The core curriculum seems to be untouched by the council while the test score requirement may be delayed until 1988. Several alternative proposals are being circulated, including an index scores to balance poor performance in one area with higher performance in another, weighting grades and test scores to produce a formula for admission, and using core curriculum only. More research is planned after the NCAA's January meeting.

Farrell, C.S. (1984, (October 10). Presidents who backed academic rules for athletes seem ready to compromise. The Chronicle of Higher Education, 29(7), 1,31.

Committee members of the American Council on Education seem ready to modify Proposition 48 in a way to meet the concerns of black college presidents. Several proposals include: core curriculum only, test scores only, either test scores or core curriculum but not both, and allowing different combinations of test scores and core curricula. Foote's proposal for a new governing body was also discussed but members felt the NCAA could meet the needs of the major powers. The problems of athletics should be addressed by college presidents said Glen Driscoll, president of the University of Toledo and a member of the committee.

Farrell, C.S. (1984, November 14). NCAA puts off move to revise Proposition 48. The Chronicle of Higher Education, 29(12), 1, 6.

Proposition 48 will not be changed when the NCAA meets in January. Although several suggestions have been offered to modify the proposal, the action was postponed in response to a need for a "cooperative study" to "reach mutually agreeable modifications." There is still time to act on the rule which goes into effect in August of 1986. The response to the delay in action was generally positive from all sides. Until the committee delayed the decision, Proposition 48 was expected to be the primary agenda for the January meeting of the NCAA.

Farrell, C.S. (1984, November 21). Grades of freshman athletes are found same as those of other students. *The Chronicle of Higher Education*, *29*(13), 23, 28

The American Association of Collegiate Registrars and Admission Officers and the American Council on Education (ACE) conducted a study of the effects of Proposition 48. In the study, a group of athletes entering college as freshman in 1982 were compared with nonathletes who were freshman at the same time. The students were from 57 institutions, private and public, including 4 historically black institutions.

The study found freshman gpas were about the same for athletes and nonathletes and that there was no change in the average among subgroups of whites, minorities, football, and basketball players. In measuring good standing at the end of the freshman year, athletes had consistently higher success rates. For nonathletes and athletes with predicted freshman gpas above 2.0, prediction rates based on test scores and high school gpas were accurate. However, athletes predicted to fall below 2.0, earned higher averages than predicted. Explanations for this latter point included the fact that freshman athletes receive special academic help in the form of tutoring and summer school, and that the athletic scholarship may be a motivator for many. However, it was also noted that freshman athletes may take easier courses than their nonathlete counterparts, thus maintaining acceptable gpas and academic standing without making progress towards a degree.

Farrell, C.S. (1984, November 28). Proposed autonomy for athletic powers said to have 'pretty general support.' *The Chronicle of Higher Education*, *29*(14), 33, 38.

Included in the 145 proposals to change the regulations governing the NCAA is one that would empower the big time athletic institutions to make their own rules governing recruiting, eligibility, and scholarships. Such proposals have been defeated in the past, 4 times within 8 years, but this time it appears to have general support.

The proposal allows for Division I to vote separately on most issues and Division I-A to vote separately on football issues. No rules are designated to basketball for the Division I-A.

Also on the agenda is a proposal to require colleges to certify that an athlete is making progress towards a degree. In addition, another proposal would allow the NCAA authority to check athletes' academic records to verify their satisfactory progress. There will be no "showdown" over Proposition 48 as was expected or over creation of a presidents' commission to generate any controversy at this years convention, scheduled for January 14-16 in Nashville, TN.

Ervin, L., Saunders, S.A., Gillis, H.L., & Hogrebe, M. (1985). Factors related to academic performance of student-athletes in revenue-producing sports. *Journal of College Student Personnel*, *26*(2), 119-124.

The authors examine the relationship between student-athletes' academic entrance credentials and performance. The study indicated that SAT scores were significantly related to completion of remediation requirements. The results show that Proposition 48 as currently structured provides only a limited strategy preventing abuses in college sports. However, it does provide a yardstick, in the form of the SAT, for determining whether a student's academic skills are sufficient for successful performance at an academically competitive college or university. Thus the use of the SAT as a cutoff score in Propoa# 48 is appropriate to determine admission criteria at a competitive institution and seeks to promote progress in the academic performance of student-athletes.

EXPLOITATION

Collegiate football and basketball generate large sums of money. Television revenue, gate receipts, and alumni contributions account for the majority of most athletic department's budgets. When a collegiate team performs poorly, revenues are smaller. However, when a team wins, huge revenues are generated by a televised game, a post-season bowl bid, a national championship game, and a capacity crowd.

Big business generates stress. Coaches are pressured to win, and win consistently. For many coaches, the pressure translates into a "win-at-any-cost" attitude. With tenuous job security , coaches and recruiters have resorted to numerous means to field a national championship team. These "means" to attain a championship team usually involve violation of NCAA regulations designed, in part, to protect the athlete. Faulty transcripts, "Mickey Mouse" or nonexistant courses, extravagant promises, and the lure of television and national recognition are several ways young athletes are exploited for their talent.

Some authors say sports are merely a microcosm of society, thus the exploitation of athletes in not surprising, and has always been the rule rather than the exception. Nevertheless, many talented young men, a majority of whom are black, find themselves herded through four years of eligibility with hopes of a professional contract only to be forgotten when eligibility runs out or injury occurs and their professional career doesn't materialize. Black athletes are especially vulnerable to exploitation by colleges and university athletic programs since their athletic talent and not their academic abilities provides them with a chance to "make it big." Indeed primary role models for young black males are entertainers - musicians, comedians, and most prevalent - athletes. Thus, many young men place all their hopes on a goal - usually a goal post or backboard and are at the mercy of athletic recruiters and professional agents.

The following articles describe several perspectives on athletic exploitation as well as several ways the exploitation can be lessened. Most vocal among these writers has been Harry Edwards, Ph.D., a sociologist at the University of California at Berkeley and author of numerous books and articles on athletic exploitation. Edwards, along with others, point out ways in which our society and the athletic system has fostered an attitude where the cost of winning is born by the athletes, not the institution.

ABC News, (1982, November 8). College sports: The pressure to win "Nightline" Show # 391. New York: ABC News.

Ted Koppel discusses college athletes with Harry Edwards, Ph.D., of UC-Berkeley; Stephen Morgan, NCAA director of legislative services; and Bo Schembechler, head football coach at Michigan State. The report is in response to Los Angeles school board's unanimous approval of a proposal to require a C-average for all students taking part in extracurricular activities. The focus of the report is on the exploitation of young athletes by college sports - big business. Faulty transcripts, "Mickey Mouse" courses, and transfer credits are only a symptom of the larger problem according to Edwards. Morgan believes the NCAA is doing the best job it can policing college sports and that the problem is not as pervasive as Edwards believes. Schembechler believes Michigan State is doing the best job it can of educating athletes and that critics like Edwards are exaggerating the problem.

Austin, A. D. (1981, March 23). Bringing free enterprise to big-time college sports. The Chronicle of Higher Education 22, 25.

"The major sports powers are new capitalist who seek to maximize profits in an entertainment industry. The myth of the student athlete is endorsed and sustained by a congries of parasite industries. The most influential is a trade industry called the NCAA. The big con cynically nourished and effectively disseminated by all the vested-interest groups is that colleges can produce professional sports entertainment and yet remain amateur. Athletes should have a choice between at least two compensation plans: a free education with academic course load geared toward five or six year schedule...or be on the athletic department's payroll full-time." The latter arrangement would "free colleges from practicing blatant hypocrisy, satisfy the alumni, and protect the interests of both college employer and the student employee."

Axthelm, P. (1973, January 8). Meat on the hoof. Newsweek, 32.

A review of Gary Shaw's book: Meat on the hoof: The hidden world of Texas football in which he comments on his experience as a University of Texas football player under Darrell Royal. Shaw describes abuses of players: physically, academically, and mentally. He discusses the bruising of an adolescent psyche by the sport itself, the coach's manipulations, and the code of competition. Axthelm describes the book as a "sensitive personal narrative."

Axthelm, P. (1980, September 22). How to reform the system. *Newsweek*, *96*, 59.

Axthelm recommends the following five steps: a) freezing athletic scholarships over 5 years, whereby if the athlete has not received a degree in five years his scholarship cannot be given to any one else; b) setting up a faculty committee to oversee academics for athletes who reports directly to the president; c) redefining the coach's job as teacher and the athlete's as student, if either is not fostering education, discipline accordingly; d) reallocating money from post season games, limiting money given to individual schools and distributing the rest throughout the NCAA; and e) increasing penalities for cheating by institutions - making them pay dearly.

Axthelm, P. Foote, D. Coopla, V. & Kirsch, J. (1980, September 22). Shame of college sports. *Newsweek*, *96*, 54-55.

The shame of the college sports system is described in many ways: fiscal - it's big business; educational- student's are cheated out of learning, institutions then have no reason for being; social/racial - "dumb jocks" are victims and many black athletes in the 1980's; but primarily a moral problem - fans, alumni, and coaches accept cheating as a price for victory. The promises of recruiters, the "seductive lure of pro ball," and the lack of tenure for coaches all contribute to cheating. The casualties are coaches and students. Falsifying transcripts through off-campus courses and breaking other rules of the NCAA has resulted in fines, lawsuits, and broken dreams for coaches and players alike.

Ways to rectify the shame are through honesty between coach and player, separation of athletic and admission departments within institutions, and increased vigilance of abuses. Recruiters are the hardest link in the system to control, but beefed up security, and disallowing freshman from competition or at least the raising academic standards for eligibility are ways to curb abuses.

Biemiller, L. (1983, August 31). A's for athletes: The strange case of Professor Wynot. *The Chronicle of Higher Education*, *27*(1), 20-21, 24.

Florida State's Edward D. Wynot, a history professor was accused of giving preferential treatment to 52 of 92 athletes he taught who received A's. Only six of the 93 athletes taught by other members of the history department received A's. Accusations were made that Professor Wynot had given information to athletes prior to a scheduled examination. He was suspended, but the decision was later rescinded when competent and substantial evidence was not provided.

Burnwell, B. (1979, November 26). Scholarship athletes: Is there life after football? The Chronicle of Higher Education, 19, 21-22.

When two thirds of the black athletes in the Southwest Conference do not graduate, there is something wrong with the system. One of the reasons something is wrong is that those in charge of intercollegiate athletics do not care about the importance of education. The author cites Harry Edwards' insights into why black athletes do not perform well academically: they see a way out of the ghetto through sports, not academics.

CBS News (1980, February 3). Losers "60 Minutes" Suzanne St. Pierre, (Producer) 12(21). New York: CBS News.

A look at the losers in college athletes victims of fraud, grade manipulation, and game fixing. Morley Safer interviews Harry Edwards on the chances of black athletes finding alternatives when dreams of professional sports die. The president of the University of New Mexico, William Davis, also interviewed about graduation rates for athletes. A lawsuit brought by Randy Echols and others against California State University to shake the system up is discussed along with several cases of abuse of transcripts and grade fixing.

Clear, D. (1982). Participation in interscholastic athletics: They fight fight fight for the right right right. Phi Delta Kappan, 88, 166-171.

A discussion of sports-related court litigation; how it has increased in the last five years and specific cases brought before the courts. The author recommends the following legal standards for athletic associations and institutions to use when reexamining their rules and practices: a) participation in sports is an unregulated privilege and not a fully protected right; b) students have a "significant" interest in participation; c) rules and educational policy must be rationally related; d) judicial scrutiny will be used in certain cases and a compelling state interest must be shown; and e) appeals must be handled without bias.

Curley, J.L. (Ed.) (1982, October 21). TV megabucks corrupt education, (editorial) USA Today, p. 10a.

The business of American universities should be education and not commercial entertainment, professional sports or even semi-professional sports. Student athletes are ill equipped to make a living in America and the promise of a professional career for many is an empty promise. Universities have deluded themselves to think that mega dollars from television will not have an impact on education. Curley advocates disolving the "tragic triangle" between TV, academics and athletics.

Desruisseaux, P. (1983, April 14). Colleges accused of exploiting student athletes. The Chronicle of Higher Education, 24(6).

The major problem with collegiate athletics is not commercialism, but the exploitation of athletes through the proliferation of illicit patterns of activity which dilute educational standards. Neither the American Council on Education (ACE) or the NCAA has provided a good plan for dealing with exploitation. It is the responsibility of educators, civil rights leaders and concerned citizens to see that athletes get their fair share of academics.

Dickason, D. G. (1979, Fall). The future of collegiate athletics. Educational Record, 60, 499-509.

The fundamental psychological and social values of athletics will remain generally unchallenged. Types of sports and athletics will change, but interest in sports will continue. Patterns of participation will change, most dramatically for women, as will patterns of sports activities themselves. Significant changes in association and government involvement in athletics administration will also occur. In spite of the enormity of the problems, collegiate athletics will be a vigorous part of the American scene in the year 2000, even if significantly altered. Simply put, collegiate athletics are worth having and preserving. Thus, sufficient energy, personnel, and resources will be assigned to make that survival possible. (Authors abstract).

Edwards, H. (1971, November). The sources of the black athlete's superiority. The Black Scholar, 32-44.

Edwards maintains that myths of black athlete's superiority is rooted in Negrolore and folk-beliefs of American society. It has been further publicized by an article in Sports Illustrated (January 19, 1971) entitled "Black is Best". Black athletes superiority is attributed to racial characteristics present in the black population in America but not found within the white population.

Edwards, H. (1983, March). Educating black athletes. The Atlantic Monthly, 31-38

Universities have not kept their part of the contract with student athletes. Gate receipts, television revenues, national visibility and increased donors have been the spoils of victory on the playing field. A disproportionate number of the players most gifted and most exploited are black.

Despite the public's view that blacks are natural athletes, research tends to support social/cutural evidence over biological superiority, One cultural/social repercussion of blacks being in disproportionate numbers in athletics while traditionally being denied access to other high-prestige vocations is the tendency for black children to model themselves after the black athlete - a prevalent, positive, highly exposed, black success figure. The vast majority of black athletes emulate traditional black role models in basketball, football, baseball, boxing, and track.

Edwards is strongly in favor of Proposition 48 and believes the standards are so low as to be embarrassing to higher education. He notes that the SAT (Scholastic Aptitude Test) and ACT (American College Testing Program) scores discriminate primarily on a basis of class as opposed to race. Edwards cites 1981 SAT statistics to show that while 49% of black males and only 14% of white males would be affected by Proposition 48's minimum score of 700 on the SAT, the numbers translate into 31,140 white males versus only 15,330 black males being affected. Black athletes will not be denied access to traditionally all-white institutions Edwards maintains. These schools that have built athletic financial empires on black athletes are not likely to turn their back on them after 48 goes into effect.

Edwards notes that black educators missed a golden opportunity to make a statement about quality and equality in education by not backing Proposition 48. Parity is the issue, Edwards maintains - not race or academic standards. The NCAA proposal was too low, projecting a less than 50/50 chance for graduation by athletes at Division I schools. It does however communicate to young athletes that they are expected to develop academically as well as athletically in order to compete in Division I sports.

England, D.A. (1982). Athletics, academics and ethics: An interview with Bobby Knight. *Phi Delta Kappan*, *64*(3), 159-163.

There will always be strained relations about the position of athletics in academics. Athletics is a business and should be run that way. Schools should provide legal experts for athletes signing contracts with professional teams instead of having the kid give up 7% of his contract for negotiating. College presidents should take a more active role in monitoring college athletics. Penalities should be stiffer - schools should have to forfeit their schedules, coaches should be held responsible. The NCAA is needed to govern athletics. We must demand as much in the classroom as we do on the field or court.

Ervin, L. & Saunders, S.A. (1984) *Intercollegiate football and higher education 1880-1980: A century of growth, commercialization, and conflict*. Unpublished manuscript. Athens, GA: Division of Developmental Studies, University of Georgia.

Since the emergence of intercollegiate football a century ago, the sport has grown from an amateur, non-profit-oriented athletic activity to a highly commercialized and professionally organized sporting enterprise. The gradual development of intercollegiate football as a national entertainment phenomenon, however, has resulted in an internal conflict of tremendous organizational dissonance between the service oriented function of the academic institution and the materialistic focus of the athletic organization. College athletes have been one casualty of this conflict because educational institutions and athletic organizations have consistently ignored their academic needs. Today, the contradictory impulses of profit versus services genuinely threaten the very integrity of many of the nation's educational institutions. To maintain that integrity, institutions of higher learning must reorder priorities and insist that athletic organizations adhere not to their own zeal for profit but to the primary mission of educational institutions -- to promote the intellectual development of students. (Author's abstract)

Farrell, C.S. (1983, October 5). Grambling's new Robinson Stadium is a tribute to a living legend. The Chronicle of Higher Education. 27(6), 27+.

Grambling State University dedicated a new 22,000 capacity stadium to Eddie Robinson, football coach at Grambling since 1941. Robinson always saw the need to stress academics for his athletes. There was no career alternative in professional football when Robinson began coaching, so academics were important. He continues to stress academics. Several top recruits are quoted as saying Robinson's emphasis on academics was what swayed them to Grambling over the more visible Southeastern Conference (SEC) schools. Robinson is "the personification of a coach who uses his athletic role to sponsor learning," says Grambling's vice president for academic affairs.

Farrell, C.S. (1984, September 5). NCAA admits difficulty in catching violators of recruiting and financial-aid regulations. The Chronicle of Higher Education, 29(2),29, 33.

The NCAA has difficulty tracking down cheaters according to the executive director, Walter Byers. There is a belief that in order to win, corners must be cut and rules circumvented. It has become the price of doing business. Byers blames the substantial sums of money provided by television. Five administrators and ten full-time investigators are not enough to keep up with infractions of NCAA rules.

Robert Marston, President of the University of Florida notes that his institution was willing to help the NCAA get to the bottom of cheating, but they were excluded from the investigation. He proposes that institutions get more involved in policing their own houses.

Sondra Hogg, Louisiana Tech University's women's basketball coach notes that her sport is not far behind their male counterparts in feeling the pressure to win as gate receipts and revenue is produced by the team. She says we should not lose sight of why we are here - stressing education.

Farrell, C.S. (1984, September 12). University of Florida asks judge how much information from unfinished NCAA probe it must reveal. The Chronicle of Higher Education, 29(3).

Several Florida newspapers have challenged the University of Florida for withholding information concerning the probe into its athletic program by the NCAA. The University has filed a lawsuit to have a judge rule on how much information it must reveal. The newspapers argued that the University is a public institution and thus cannot withhold information.

Farrell, C. (1985, January, 9). Big TV revenues now tougher to get most college football powers discover. The Chronicle of Higher Education, 29(17), 37-38.

Since the Supreme Court's ruling last summer which stripped the NCAA of its rights to regulate television revenues, many schools received as much revenue for football games on television as they did the past fall, but they had to play more games. Many colleges had to alter their playing schedules and starting times to accomodate the contracts they negotiated. The whole televised football picture is still not clear yet, and may not be clear untill next fall.

Farrell, C. S. (1985, January, 16). Four Blacks quit basketball in row over 'racism' at Holy Cross. The Chronicle of Higher Education, 29(18), 34.

Four black basketball players quit the Holy Cross basketball team after an altercation between one of the blacks and a white sophmore guard. The coach invited two of the four back to the team, but asked the others not to rejoin. The coach denied any racial problems, only and altercation which had been blown out of proportion.

Farrell, C. S. (1985, January, 23). NCAA votes to give some autonomy to major football-playing institutions. The Chronicle of Higher Education, 29(19), 31, 34.

At the NCAA's annual convention, Division I-A was given autonomy within the association. The autonomy covers championships, student aid, and basketball. A majority vote from the NCAA can override andy Division I-A decision. The division is expected to tighten academic requirement rules, not to loosen any. There is still a move under foot to create another organization to govern big-time college football. Many are interested in what proposals might be put forth to help solve the problems already existing in big-time sports.

Farrell, C. S. (1985, March 13). University leaders call for summer convention of institutions with a big-time sports program. The Chronicle of Higher Education, 30(2), 27, 29.

Thirty university presidents met in Miami to discuss governance of athletics. Although the group did not endorse a proposal to separate from the NCAA, they did vote to meet during a special NCAA meeting this summer. The group also proposed a president's board of Division I-A instutitions be created. When this president's group meets, several items were suggested for its agenda including tightening academic requirements by disallowing freshman eligibility, changing recruiting practices, shortening playing seasons, and re-thinking many of the NCAA's complexly worded by-laws. The conference, organized by Edward Foote, president of Miami University, was considered a success even though many of the proposals had been heard before. Foote noted what he called a change in attitude among presidents to bring the system back into balance. He believes this conference was a step in the right direction.

Farrell, C. S. (1985, March 20). Tough challenge for a basketball recruiter: Finding blacks to play at Brigham Young U. The Chronicle of Higher Education, 30, 33.

The former position of the Mormon Church on blacks as inferior persons plus the rampant rumors about how blacks are treated at BYU contribute to the difficulty in attracting black athletes to BYU. Many of the rumors are spread by other recruiters. Roger Reid, the basketball team's chief recruiter is proud that there are now three black basketball players, believing that now he can have these athletes sell his program. Ladell Anderson, basketball coach admits he's selfish about getting black players. He wants to get to the Final Four and notes that out of the last 20 players in the final four teams, 19 were black.

Giles, B. (1980, September 18). Bulldog ethics under question. Athens (GA) Banner Herald, pp. 1,18.

In Axthelm's (1980) Newsweek article, Tony Flanigan, former Georgia football and basketball player, comments on his experience with recruiters and alumni at Georgia. Giles notes that Georgia football coach Vince Dooley says that it is possible Flanigan's accusations are true since he cannot control the actions of alumni. However, Dooley says his program speaks for itself and the emphasis for athletes is on graduation.

Halberstam, D. (1982, October 21). Many players feel exploited. (editorial) *USA Today*, p. C-10.

The big money generated by television and gate receipts in college athletics has made it America's entertainment. College reflects society as an exploitive place, especially for black athletes.

Hammel, B. (1980, September). Student-athletes: Tackling the problem. *Phi Delta Kappan*, *62*, 7-15.

The article presents a discussion between coaches Wooden, Paterno, Mudra, Mannos and John Underwood of *Sports Illustrated*. The coaches maintain that the ills of college sports come from its management. The solution to the ills has to come about through intelligence while maintaining the integrity of intercollegiate sports. Tightening NCAA academic requirements, and stressing that athletes are at college to get an education is how the problem can be solved.

Hanford, G.H. (1979, Fall). Controversies in college sports. *Educational Record*, *60* 351-366.

The president of the College Board, George Hanford, presents a historical look at college football, beginning with President Teddy Roosevelt's concerns about physical brutality and the win-at-any-cost attitude, and proceeding to the Carnegie study in the mid-1920's report on how college sports found itself in such an unhealthy state. The American Council on Education (ACE) also funded two studies, one in the 1950's and the other in 1977. All of these inquiries have, according to Hanford, kept the focus on the off-the-field problems of college sports.

Hanford then traces four lines of development in college sports, including economics, unethical recruiting, equal opportunity for men and women, and the relationship of collegiate athletics to higher education. He believes the hope for college athletics lies where college administrators have some control: in the educational line of development. He says the "trick" is to isolate big-time college football from the athletic enterprise and making athletics an adjunct to education. By separating football from the rest of college sports, the other sports can become a part of the educational process and football can be handled with specific rules governing its unique problems

Hannon, K. (1980, November 3). The latest peach from Georgia. Sports Illustrated, 63-64

Herschel Walker, freshman on Georgia's football team is believed to be one of the best running backs ever. The highly recruited Walker generated so much fervor that the NCAA had to send investigators down twice to "police the action." Walker has been unstoppable against opponents, collecting runs of 76, 60, 53, 48, 41, and 39 yards.

Horn, S. (1980, November). Student-athletes: A college president responds. Phi Delta Kappan, 62, 13.

The premise of the article is that college and university presidents need to play a greater role in straightening out college athletics.

Keith , L. (1980, March 31). Sitting, waiting, and hoping. Sports Illustrated, 30-33.

Keith tells the story of Glenn Fletcher at Purdue and how he was not cared about once his eligibility was over.

Leerhsen, C. & Cuccio, J. (1982, September). Jocks: The pampered peons, Newsweek on Campus, 31.

The story of Billy Don Jackson of UCLA and Mark Hall of the University of Minnesota point to the fact that many undergraduate athletes are in effect working full-time at an ill-paid apprenticeship for professional sports, risking injury and learning little else.

Lombardo, B. (1978, May). The Harlem Globetrotters and the perpetuation of the black stereotype. Physical Educator, 35, 60-63.

One reason for racism, prejudice and discrimination in American society are beliefs held by white Americans. If sports are seen as a microcosm of society, it is not surprising to Lombardo that racism is a problem in American sport.

Lombardo highlights the Harlem Globetrotters and how they perpetuate the black stereotype in America. He notes the two images of black Americans: the brute, primitive form of homo sapiens, and the benign, Sambo. He credits the Globetrotters as perpetuating the latter stereotype. Lombardo uses the history of the Globetrotters to show how it is similar to the characterizations given to Sambo by race relation authorities. The author maintains that the effects of the stereotype perpetuated by the Harlem Globetrotters will have ramifications felt for many years.

Lo Schaviavo, J.J. (1982, October 21). How far will we go for fame, success? (editorial) USA Today, p.10a.

How can colleges hold to some principles and not to others? Deceitfulness in athletics is legitimized by college presidents turning their heads to athletic abuses. Lo Schaviavo abolished the sports program at his school on the basis of conscience.

Martz, R. (1983, February 7). Bartowski used the system, it used him. The Atlanta Constitution.

Bartowski, quarterback for the Atlanta Falcons went to college for the athletic training and not for a college degree. He admits that C's were fine for him. He withdrew from college following his last season of eligibility. He notes that he never did anything halfway except for college. A fact that he has "always been a little disgruntled about."

McDonald, K. (1984, September,12). Testing athletes for drugs now common as colleges try to deter experimentation. The Chronicle of Higher Education, 29(3), 31-32.

More than 30 university sports programs now administer drug tests to athletes. The test are useful in identifying those athletes in need of counseling and rehabilitation. Georgia's program, begun last year, reports dramatic reductions in drug and alcohol use. Some universities even test coaches, trainers, and managers, others just test football players. The cost is expensive, ranging from $15 to $45 per sample for the more expensive test. Some universities have purchased their own analyzers. The high cost of the program has resulted in it being limited to larger institutions.

At Georgia, athletes who do not take the test are not allowed to play. Many believe mandatory test are the only way to curb drug usage. The NCAA has considered legislation to require drug testing at championship and bowl games. While the proposal has received wide support, many are reluctant to have mandatory testing. In addition to the high cost, right to privacy issues are also being raised. There are opposing views to right to privacy issues for athletes. Some compare it to a search, needing a warrant. Others ask what difference is there between curfews, not smoking and drug testing?

Middleton, L. (1980, August, 25). Teams at five universities are penalized for sidestepping academic regulations. The Chronicle of Higher Education, 21(1), 3.

Half of Pacific 10 Conference member institutions are barred from post-season football games due to violations: the University of Oregon, University of Southern California, UCLA, Oregon State University and Arizona State University. Charges centered around unearned credits, falsified transcripts, and intrusion of athletics department into athlete's academic progress.

Middleton, L. (1982, April 7). Scholars consider the embarrassing state of big time college sports. The Chronicle of Higher Education, 24, 10.

Since 1852, college athletics has come a long way. Benjamin C. Rader, a college sports historian, notes how college sports has transformed from a student- to a spectator- centered activity. Mr Rader was at a conference on sport and society held at Clemson University. Other topics included comparisons of American sports with other countries, and teaching of "sports studies". However, the most dominant topic was the "embarrassing state" of college sports. Maintenance of the "rhetoric of amateurism" by college administrators is one main source of the problem. Colleges have an interest in having a sports program which is a spectacle for the country. The embarrassing state of college sports is responsible, in part, for the interest in social scientist in sports history and sports studies. This was the second annual conference

Monaghan, P. (1985, January 9). Injured athletes get lifetime aid under new plan. The Chronicle of Higher Education, 29 (17), 37-38.

The NCAA has instituted a insurance plan for catastrophic injury which covers lifetime medical and rehabilitation benefits. The plan covers scheduled games, practices and travel. Premiums will be paid by participating institutions for each sport covered. "High risk" sports programs will pay the highest premiums. While the number of catastrophic injuries in the "high risk" sports are not frequent, their debilitating costs are very high and involve extensive lawsuits. The new plan has a deductable of $25,000.

Monaghan, P. (1985, January 23). NCAA's Byers senses mood of revival, warns cheaters. The Chronicle of Higher Education, 29(19), 31.

The executive director of the NCAA, Walter Byer noted a new mood among the members attending the NCAA's national convention. the mood was one of revival and warning. It is time to get rid of cheaters and punish those who continue to cheat to the fullest potential of the law. Byers noted with pleasure the recent decision to disallow players from selling complimentary tickets at ballgames, having them instead place names on a guest list. Byers believes this is a step in the right direction and indicative of the new mood among the ranks.

Monaghan, P. (1985, February 20). Sports lawsuits against colleges seen broadening. The Chronicle of Higher Education, 31.

Herb Appenzeller, director of athletics and professor of sports management at Guilford College in Greensboro, NC, and C. Thomas Ross, a Winston Salem, NC lawyer believe lawsuits against college and university athletic departments are likely to increase. The authors publish a newsletter, Sports and the Courts Quarterly and predict several future increases including: (a) player vs. player lawsuits involving injury, (b) recognition of rights of colleges athletes to instruction and property, (c) universities sueing alumni who interfere with recruiting and cause disciplinary actions, (d) courts asked to ascertain how grade point averages should be calculated, (e)drug test will be challenged. The authors propose risk management for universities as protection including medical examinations, insurance coverage, detailed logs, and informing athletes of rights. Common sense should prevail say the authors.

Monaghan, P. (1985, March 6). NCAA to get tough with chronic cheaters, perhaps cancel entire seasons, Byers warns. The Chronicle of Higher Education, 30(1), 31.

Walter Byers, executive director of the NCAA warns that the organization is taking a tough line against cheaters, especially repeat offenders. He notes that several years ago (1974-75), a school had its entire schedule cancelled. Reaffirming this type of penalty could come as soon as June according to Byers. Byers believes there is support around the country to do away with cheating in athletics.

Monaghan, P. (1985, April 3). Three Tulane U. basketball players held on point-shaving charges. The Chronicle of Higher Education, 30(5), 31.

Three basketball players were arrested on charges that they were involved in 'fixing' a basketball game score. another non-athlete was also arrested. It is alleged that the non-athlete was giving the players drugs and money to affect the outcome of particular games. Recently, Boston College was involved in sports bribery (1978-79). The problem was in its hey day in the 1950's.

Nyquist, E. I. (1979, Fall). Future of collegiate athletics. College Board Review, 109, 10-13.

College sports has a history of abuses, from Teddy Roosevelt's concerns about physical violence, the Carnegie Report of 1929, and the scandals of the 1950's. The current issues are related to the financial pressures facing colleges and universities. A Commission on Collegiate Athletics was commissioned by the American Council on Education (ACE) to study the problems. This inquiry comes from the academic community and may have a chance to be successful, unlike its predecessors. But the abuses could still continue because of the financial independence of football and basketball programs on many campuses.

Nyquist outlines the scope of the Commission's inquiry, which includes financing of athletic programs; the policies that govern athletic programs: on campus, in recruiting, enforcement, and regionally accrediting athletic programs; the effect of governmental intervention; professionalism and commercialism of college sports; and the future - competition and recreation. The author asks for help in carrying out the project which will have "significant impact on the academic community, athletic associations and state and federal government." Nyquist warns abuses may get worse before they get better.

Nyquist, E.B. (1982). The student athlete: Too little, too late College Board Review, 124, 15-29.

The author reacts to M.O. Phelps article on big time college athletics which appeared in The College Board Review. Nyquist feels several charges need to be answered. First, he says the language of the article is racist at worst and condescending at best. Stating the athletes cannot compete with peers because of an "innate lack of academic capacity", that they should take vocational type courses which prepare them for career opportunities such as building trades and automotives, that they may be able to enter a regular college program after one or more years of remedial work.

Nyquist does praise Phelps' assessment of the abuses of athletes, who participate in a highly commercialized form of entertainment and the need of athletes for counseling and continuous monitoring. These ideas, Nyquist says, make for an imperative for colleges and universities to design programs to remedy and compensate for the damage already done. Programs which emphasize the learner in the athlete and include diagnostic testing, counseling and sequencing of courses along with tutoring are essential for reforms to occur. Nyquist notes a program in New York where money was spent that resulted in higher SAT scores and higher high school averages.

Finally, Nyquist takes opposition to Phelp's two proposals necessary for implementing his program. First, that the NCAA should modify academic standards and secondly that colleges must fund counseling and guidance programs for athletes. Nyquist use the New York example as evidence that funds can be gathered to improve academics but that the change must be at the institution level to treat the athlete as a human being. Phelps proposes that the NCAA relinquish control of academics to the institutions. Nyquist argues that the NCAA does not require institutions to lower standards, but winning does.

Odenkirk, J.E. (1981). Intercollegiate athletics: Big business or sport. Academe, 67, 62-66.

Sports are no longer recreation. The rich keep getting richer. Sports has become big business due to the external competition from professional sports, the selective treatment by the media, and the pressure from alumni and the public to win. The need to win proposes ethical problems for colleges and universities. Profit is at the expense of student-athletes. The excesses is sports are a microcosm of those accepted by society.

Pattillo, M. (1981, October 21). Colleges must make sure that athletics don't hinder the educational process. The Chronicle of Higher Education, 23, 25.

As president of Oglethorpe University, Pattillo shares some of the ways his institution has dealt with athletic problems. He believes the individual institution is the only one who can police abuses. His premises are the following: a) The central purpose of institutions is education, not athletics; Universities must always keep this in mind. b) Athletics should be student oriented, not seen as entertainment. c) Coaches should be hired for their emphasis in education, not winning at any cost. d) Coaches should not be allowed to offer and financial inducements to recruits. e) Weak students must be discouraged from participation in sports since athletics require a substantial amount of time away from academics. f) Universities should play against teams who share their academic interest. g) Good sportsmanship should always be emphasized. h) Institutions must always provide its students with good coaches and good equipment - even if they are not big-time.

Pattillo believes that by following these principles, caliber of players increase, many athletes graduate at the top of their class, teams are spirited, well coached, and athletes feel pride in themselves and their school.

Paul, A. (1980, July 7). Halting abuses in college sports: A new 'super league' is proposed. The Chronicle of Higher Education.

The article highlights the book The recruiting game: Toward a new system of intercollegiate sports. In the book, Rooney notes the abuses of recruiting, the pressure on athletes to choose between proposals by various competing universities, the coaches who flatter the star athlete with praise and then never makes an offer. Rooney is aware that change is not easy in such a financially controlled business. Rooney's solution is professionalization of revenue-producing sports, removing them from traditional university supervision, but allowing the team to use the universities facilities and represent the university.

Arguments he presents for his plan include the fairness of a draft for college athletes; putting finances on the table, instead of under; having amateur sports on campuses easier to regulate; letting bowl games serve as conference playoffs leading to a national championship; and making sure that athletes would be guaranteed a "free education" once signed, no matter how long he played in the 'super' league.

George Hanford, President of the College Board, believes the proposal goes too far. He thinks academic ties are still important. Chuck Neinas of the College Football Association and Joe Paterno of Penn State agree with Hanford that athletics need to be within the educational framework. They hope the NCAA will adopt several College Football Asociation (CFA) proposals at its January meeting. The concern for victory, and the pressures which it generates, however is a problems which neither coach sees an easy answer to: Paterno, "that's our society, isn't it?"

Phelps, M.O. (1982). The student athlete: A proposal. College Board Review, 124, 14,27.

Phelps, director of admissions at the University of Georgia proposes several regulations to halt the decreasing graduation rates of athletes. He feels an increase in the grade point average required for admissions to a 2.5 would be a first step. This would spur high schools to insure that their athletes received the minimum gpa for athletes to participate in college. Also, colleges need to offer extensive vocational counseling for athletes at the beginning of their careers, including diagnosis of personal, social and intellectual potential. Less academically demanding career alternatives would also be explored for the athlete. For these things to happen, Phelps says, the NCAA would have to modify academic requirements and institutions must fund counseling programs.

Renick, J. (1974). The use and misuse of college athletes. Journal of Higher Education, 45, 545-552.

College athletics are supposed to be a part of the educational process for the student-athlete, but the situation is quite different. Athletes are not able to affect policy which affects them - they must either accept it or be rejected by the system. Some colleges use athletics as an indication of "institutional prowess" and thus abuses follow, usually at the academic expense of the athlete. There is very little difference then between college and professional sports. College athletics are administered for the benefit of those in power, the institutions, conferences and national governing agencies - the athlete has no voice. He is a "commodity to be exploited for the benefit of others...left with no viable alternatives to conformity if he wishes to participate."

Ruffer, W. A. (1971). Symposium on problems of the black athlete. Journal of Physical Education, Recreation and Dance, 2, 2,12.

At the Indiana Association for Health, Physical Education and Recreation a symposium on the black athlete was presented to expose students, coaches, and educators to the importance of current social problems in physical education and athletics, provide a public forum to discuss current issues, and disseminate information to the national association through the journal. The symposium had four speakers and discussion time on separate topics. The first speaker noted specific problems of black schools, including inadequate facilities, scheduling, prejudiced officials, city athletic councils, problems in the athlete's home, districting difficulties, and bad publicity.

The second speaker discussed the problems of black athletes in predominately white schools. Loneliness and isolation of the black athlete and resentment on the part of the white athlete was one of the problems mentioned. The recommendation was for white schools to make sure there was an adequate black population at the school. There is a tendency for black athletes to take easy courses in order to stay eligible and thus they do not graduate with their class. The recommendation was for white schools to learn about the background of black athletes and provide tutors as part of the financial package. Black athletes are often stereotyped, many times these stereotype do not apply to blacks but to athletes of all races. Prejudice is a problem on the part of white coaches and administrators which, according to the speaker, can be diminished when parties are willing to learn more about each other, treat each other with dignity and respect.

The autocratic control of many persons by few people was the central premise of the final speaker. From this he felt all other problems arose. Athletes are dehumanized by the regulation of their housing, courses, studying, practice, relationships, etc. Black athletes are especially sensitive to these dehumanizing problems since they are a part of a system designed by white for white athletes. He called upon black athletes to become involved in changing the system.

Sack, A. L. (1977, Winter). Big time college football: Whose free ride? Quest, 27, 87-96.

College athletics has long been the focus of attacks. Despite criticism, there are positive functions. Economically, gate receipts have allowed for funding of less revenue producing sports. Coaches and communities also benefit from the revenues of big time college sports. In addition, the social cohesion provided by the energized atmosphere of sports is a vital part of American life. However, negatives do exist. Scholarship athletes are not on a free ride. They are grossly underpaid, and players are more likely than the average student to be denied the opportunity to develop intellectually, even when they desire to do so. It is clear that the athlete is at school to play ball. Big time football is not amateur sport. The myth serves those who benefit most and allows for the economic exploitation of athletes to continue.

Most athletes, according to Sack, are short changed for their efforts. What are the alternatives? Either a return to true amateurism or allow the teams to be professional. Nothing, according to Sack, is expected to change until athletes organize to "penetrate the myths that regulate them to sterile status." The new athlete who must replace the "dumb jock" image is one who insist on an active role in his educational and athletic career.

Sack, A. L. (1982, October 6). Professional teams for universities won't solve the crisis in sports. The Chronicle of Higher Education.

Sack believes that either professionalizing college athletics or removing the big business which already exist is not feasible. He advocates several adjustments be made, including extending athletic scholarships beyond eligibility, allowing athletes to take fewer courses while competing and be allowed to finish later; strict enforcement of admission standards; financing scholarships for athletes with the TV money, putting part of the money into a trust fund for athletes who have been injured or those whose eligibility has run out. Solutions, Sack notes, must be in line with social and economic conditions and must encourage athletes to complete their education.

Sanoff, A.P. (1982, April 5). Big time college sports: Behind scandals. US News and World Report, 92, 60-61.

The recent abuses in colleges sports, highlighted by Digger Phelps, coach at Notre Dame, charge that several colleges across the country were paying top athletes $10,000 per year and the NCAA placing a record number of colleges on probation for violations are apparently just the tip of the iceberg. Climbing to the top of the athletic ranks is behind the violations of rules and regulations.

The big money, generated by television is the price of success at basketball and football. Cable television and the recent lawsuit by the University of Georgia and the University of Oklahoma may make the rewards even greater.

Large salaries for coaches are defended by those who sight the fact that coaches are not tenured as other college teachers. In addition, schools often rely on the big money producing sports to support the rest of the athletic program.

Boosters are the main source of the problem of inducements to recruits. The NCAA, in an effort to curb abuses regularly interviews the top 100 prospects in basketball and football. They have also begun a big brother program for recruits which led to half of the 17 schools being put on probation.

The controversy is by no means settled. Some feel that colleges should be penalized one scholarship for each athlete who does not graduate. Others believe it is only a small percentage of the schools who are constant violators and athletes have been shown to be graduating at a rate comparable to nonathletes. One academic vice president however presents a gloomy picture by predicting more serious scandals ahead.

Shuster, R. (1982, November 3). Finding a life after pro sports *USA Today*.

The article describes athletes who must find employment after retirement from professional sports. Before big money for professional sports, athletes saw their sport as an avocation. Today "bloated salaries bring bloated expectations." PACE (Professional Athletes Career Enterprises) works with retired athletes, as does the newly formed Phil Espisota Foundation. These groups help athletes determine interests outside of sports and helps them prepare for future careers.

Smith, R. (1979, November 26). Unconscious exploitation of student-athletes. *The Chronicle of Higher Education*, *19*, 21

Red Smith, columnist for the New York Times, presents a copy of a letter written by a student-athlete in his senior year who responds to a college professor's question as to why he never played first string when he was a better passer than the current quarterback. The student appears to point to the fact that alumni politics may have played a part in the decision, although this is conjecture. Smith notes how recruits are signed without regard to their academic ability. He says that if the athlete in question was to be drafted by a professional team, the college may have fulfilled its purpose. But, if he has to fend for a career outside professional athletics, where would he go?

Underwood, J. (1975, September 8). Look who's up and about.
    Sports Illustrated, 43(10), 24.

Football was not originally a money sport but with television money, nearly all teams are in the black. College sports was originally designed to contribute to the whole of campus life, not to make money. Recent rulings like equal opportunity for women's sports, threatens many athletic administrators who recognize there is no profit in these sports. Underwood examines several issues in college sports related to money. He asks which major colleges are about to sacrifice football. The answer is none. On the contrary, numerous colleges are trying to be upgraded to Division I status. Do the majority of college athletic programs operate in the red? No, he answers. With few exceptions, every college in the major conferences makes money. Do the rich college get richer at the expense of the poor? Yes, says Underwood, parity does not exist and although several proposals are on the table, none have been acted on. With polarization, are some colleges irreversibly affected? No according to Underwood, who cites Georgia Tech, Boston College, and even Baylor as making turn arounds in winning and in bank deposits. Television money makes the difference although some schools begin to depend on it but, as Underwood notes, several schools still operate in the black despite not having a televised game in recent history. College football is far from dead, despite all the recent bickering from coaches and administrators Underwood concludes.

Underwood, J. (1980, May 19). Writing on the wall. Sports
    Illustrated, 52, 36-72.

Underwood presents and indepth analysis of the abuses of college sports, citing recruitment violations and exploitation of individual athletes who were failed by the system. To deal with the abuses, Underwood believes in toughening the academic standards for admissions. He also sees the following suggestions, borrowed from other coaches and academicians, as ways to allow athletes a chance at a meaningful educational experience: a) postpone signing athletes until March, allowing coaches and registrars to look at transcripts, b) funnel all transcripts to the NCAA, c) equalize the percentage of athletes admitted under affirmative-action with the number of affirmative-action students admitted by the university; d) abolish freshman eligibility; e) establish NCAA guidelines for "normal" academic progress; f) make class attendance mandatory for athletes; g) restrict scholarships to those universities who demonstrate low graduation rates; h) disallow postseason or television play to those teams whose athletic attrition rate is greater than that of the entire university.

Underwood also proposes that the a) eligibility and normal progress of athletes is out of the hands of coaches and in the hands of academic advisors; b) enable athletes to be able to finish their education when their eligibility has run out; c) have professional sports agree to help finance the athletes continued education; d) give coaches tenure; e) require schools to provide the

NCAA with graduation rates, by major, sport, and socioethnic background; and f) study junior college curricula and standards, noting those who qualify to send athletes on to four year schools.

These recommendations are far better than making college sports into professional teams. For change to occur, however, caring must be a priority. Caring about the athletes education and their contribution to society is essential for change.

Underwood, J. (1981, September 21). To do over what to do. Sports Illustrated, 55, 34-36,39.

The article describes the College Football Association's deal for football contracts with NBC. Underwood notes that at issue was not which group, the CFA or the NCAA would land a deal, but whether or not the NCAA should be reorganized to allow big time colleges to control big time football. The results are that the NCAA has called for a rush meeting to discuss reorganization which would give Division 1-A control over football sifting out those colleges who have no business in big time college sports. Reorganization is seen as a way to allow those most involved in big time football to gain more control over the financial structuring of the sport. Underwood believes that the NCAA had to talk reorganization in order to stay off its death bed.

Vance, N.S. (1984, February 22). NCAA to begin registering player agents in effort to curb abuses in 'going pro'. The Chronicle of Higher Education, 27(24), 22

The NCAA is expected to begin registering agents who want to represent college students in their negotiations with professional teams. Under the system, agents would register voluntarily their names and professional histories with the NCAA and agree to notify the athletic director of the institution he/she is visiting. Agents would also sign an agreement that they are aware that only those athletes who have exhausted their eligibility may negotiate a contract and athletes who are caught breaking the rules would lose their eligibility.

Vance, N.S. (1984, February 29). Academic program found most important in recruiting football players. The Chronicle of Higher Education, 28(1), 24.

A survey of 666 freshman football players at 30 universities found 88 per cent saying that the school's academic program was a very important part of their decision to attend. No other factor was considered as important. The study was done in August, in an effort to have an "uncluttered view" of why athletes chose a particular school.

Vance, N.S. (1984, March 14). Football league drops undergraduate ban after losing lawsuit, hires Dupree. The Chronicle of Higher Education, 28(3), 31.

The United States Football league dropped its band on recruiting undergraduate and allowed the signing of Marcus Dupree. The NFL will continue to bar signing underclassman, until ordered to do so by the courts. The ruling may hasten the NCAA's intent to register agents who want to represent college athletes and force colleges to offer educational and counseling programs which help the student-athlete decides whether professional sports are an option prior to graduation.

Vance, N.S. (1984, March 28). Football league urges colleges to review players' pro plans. The Chronicle of Higher Education 28(5), 30.

The executive director of the USFL has proposed a review board to hear request for undergraduate athletes who wish to become professionals. The proposal was put in the form of a letter to 101 colleges after a court ruling no longer allowed for the USFL to bar undergraduates from professional sports. The USFL believes such a review board could be mutually beneficial to itself and college coaches.

Walker, H. (1982, September). Living right now. Newsweek on Campus, 32.

According to Herschel Walker, money is not important - happiness is. You must believe in yourself, not be greedy, try to do what you think is right, get a good education and read and meet people to gain knowledge.

White, D. (1980, August 7). Inflation hits sports programs (UGA). The Red and Black, p. 1

The school paper examines the tight budget of the University of Georgia's athletic department. At 5.5 million, the budget is tight due to increased costs of scholarships and upgrading of women's sports. Only four of sixteen sports bring money into the athletic system. Football is the major supplier of revenue plus money raised by the Bulldog Club. Vince Dooley explored several options to the budget, including reducing scholarships to the other sports and/or reducing travel and recruiting.

White, J. (1979, December 24). In North Carolina: The strange case of "Dr. Dunk." Time, 4-5.

When Dominique Wilkins decided to sign with the University of Georgia for basketball, many of his neighbors in Washington, NC were upset.

Wilson, S. & Figuero, S. (1980, November 8). The football feedlot: Schoolboys held back to build athletic prowess. The Atlanta Constitution, p.1, 4a.

The article discusses the practice of redshirting high school football players, especially those in the 8th grade, to allow them to grow bigger by the time their four years of eligibility are over. The practice is used in Georgia and is not illegal. The article presents several scenarios from Valdosta High School and Waycross High School of redshirting's good and bad effects.

Zingg, P. J. (1982). What next for the student athlete? The Educational Forum, 46, 282-293.

Athletes are among the most visible students on campus and are thus subjected to unique pressures by public performance. The individual athlete is little more than a "transient participant in the system...intercollegiate athletics celebrates the system at the expense of the individual." 'Jockitis' is characterized by an easy course load, a casual approach to studying, and disregard to the early signs of flunking: excessive cuts, plagiarize papers, and substitute test takers.

It is unlikely that those who are closest to the student as an athlete are able to help provide an educational environment for the student as an individual. The student-athlete ideal can be restored by tightened admission standards and institutions which take responsibility for athletes education from the moment of selection through academic advising and towards graduation. Institutions must treat student-athletes first as individuals, secondly, as members of an academic community with certain minimum expectations and thirdly, as a designated participant in a particular extracurricular activity.

LEGAL PROCEEDINGS

The following is a compilation of recent cases, law review articles, and articles from legal magazines of issues related to the student athlete. This is an attempt to provide an individual with basic resources to assist in research projects. In order to enforce the researcher's understanding of the issues that generally involve the student athlete, the cases and articles have been categorized. Many of these issues are very closely related, however, the researcher will find no overlapping of the cases or articles. Some of the articles and cases could have been placed in several different categories, therefore, the researcher should carefully check any category that is closely related to the topic being researched.

This section is divided into eight sections. The categories utilized are as follows: (a) broadcasting, (b) discrimination, (c) workers' compensation, (d) The NCAA and the regulation of collegiate sports, (e) scholarship athletes and financial aid, (f) education and college sports, (g) violence in sports, (h) racism and the student athlete, and (i) miscellaneous.

Surprisingly, few cases have been actually litigated involving student athletes. The bulk of the cases deal primarily with issues involving discrimination and constitutional protected interest. A large number of the cases involve the NCAA and its regulation of collegiate athletics.

Broadcasting

Young, NCAA's TV Pact Violates the Sherman Act
70 American Bar Association Journal 128(2) (September 1984)

Note, Antitrust Violations in College Football. (National Collegiate Athletic Association v. Board of Regents of the University ofOklahoma, 1104 S. Ct. 2948 (1984), 29 St. Louis University LawJournal 207-228 (1984).

Gulland, Byrne and Steinbach, Intercollegiate Athletics and Television Contracts Beyond Economic Justifications in Antitrust Analysis of Agreements Among Colleges. 52 Forham Law Review 717-731 (April 1984)

NCAA v. Board of Regents of the University of Oklahoma & University of Georgia Athletic Associations, 468 U.S., 82 L Ed 2d 70, 104 S CT 1268 (1984)

FACTS: The University of Oklahoma and the University of Georgia brought suit in the U.S. District Court for the Western District of Oklahoma against the NCAA, challenging the validity under the Sherman Act of the NCAA's restraints in the televising of college football games.

HELD: The NCAA television plan, which limited the total amount of televised intercollegiate football and the number of games that a NCAA member might televise, and which forbade any member to make any sale of television rights except in accordance with the basic plan, constitutes a restraint on the operation of a free market in violation of Section 1 of the Sherman Act.

Arkansas Gazette Co. v. Southern State College 620 S.W. 2d 258, 273 Ark. 248 (1981)

FACTS: The Arkansas Gazette Company sought to compel the Arkansas Intercollegiate Athletic Conference (AIC) to disclose the amount of money that its member institutions disbursed to student athletes during the last school year under the Arkansas Freedom of Information Act.

HELD: (1) The "scholastic" exception to the public's right to access to public records under Arkansas Freedom of Information Act is limited to individual education or academic records, and thus information maintained by the conference as to amount of money member institutions disbursed to student athletes during school year was not included in such exception; (2) records maintained by the conference as to amount of money member institutions disbursed to student athletes during school year did not contain confidential information disclosure of which the newspaper publisher would violate the student's reasonable expectation of privacy; and (3) records maintained by the conference as to the amount of money member institutions disbursed to student athletes during school year were not "educational records" required to be closed to the public under the Family Education Rights Privacy Act of 1974.

Discrimination

Fluitt v. University of Nebraska, 489 F.Supp. 1194 (D. Neb. 1980)

FACTS: Student brought civil rights action against university and others alleging a denial of his rights to equal protection and due process by university and others in failing to provide him an opportunity to participate in indoor track and outdoor track separately as two different sports as was provided for women at the university and in failing to give his notice of conference rules relataing to hardship.

HELD: Plaintiff failed to show irreparable injury sufficient to obtain a permanent injunction against university where, aside from fact that amount lost in scholarship was speculative, student admitted that he was not precluded from qualifying for the 1980 Olympic trials and, in any event, he was ineligible for competing on university track team by reason of his status as a coach. Plaintiff had no property interest in college athletics which was protected by due process clause, and, did not have a right to notice from university and others of conference rule relating to hardship where, aside from fact university did not cancel a scholarship already received by student, student failed to prove reasonable expectation of receiving future scholarships.

Workers' Compensation and the Student Athlete

Yasser, Are Scholarship Athletes at Big-time Programs Really University Employees? — You Bet They Are. Black Law Journal 65-78 (Spring 1984)

Atkinson, Workers' Compensation and the Student Athlete: Should Universities be Responsible for Athletes Who Incur Serious Injuries? 10 Journal of College and University Law 197-208 (Fall 1983)

Ashman, Hut One, Hut Two, No Comp for Your "College Football Injury Doesn't Qualify for Workers' Comp.", 69 American Bar Association Journal 828-829 (1983).

The Status of the College Scholarship Athlete-Employee or Student, 13 Capital University Law Review 87-102 (Fall 1983) (case note)

Rensing v. Indiana State University Board of Trustees, 444 N.E. 2d 1170 (Ind. 1983).

The Disabled Student Athlete: Gaining a Place on the Playing Field, 5 Comment/En Law Journal 517-48 (Spring 1983).

Champion and Swygert, Non-professional Sport-related Injuries and Assumption of Risk in Pennsylvania: Is there Life After Rutter? 54 Pennsylvania Bar Quarterly 43-52 (January 1983).

Most states generally hold that no employer/employee relationship exists between an athlete on scholarship and the educational institution:

Rensing v. Indiana State University Board of Trustees 444 N.E. 2d (1170) (ILL 1983)

FACTS: Rensing sustained injury which made him quadriplegic during football practice at Indiana State University. Rensing was on a scholarship which provided that if he was injured during a supervised athletic event the school would continue to pay his expenses as provided in the agreement and provide medical assistance as needed. The athlete would be asked to assist the athletic program as within his ability. Rensing was totally disabled. Rensing sought Workman's Compensation for his disability claiming that his relationship with the school under the Athletic Agreemenet was that of employee-employer. Relief denied.

HELD: An agreement to play football for a college or university in exchange for financial aid does not put one in the service of that college orpuniversity. NCAA Rules, IRS, Rensing and others do not consider the grant-in-aid to be pay in the sense of income from a regularly held job. There was no intent that the grant-in-aid agreement be a contract of employment, college athletics are part of the educational system and taking pay is forbidden, scholarship benefits are not considered for computing employers' contributions to unemployment insurance. No employee-employer relationship.

The NCAA and the Regulation of Collegiate Sports

Greene, The New NCAA Rules of the Game: Academic Integrity or Racism, 28 St. Louis University Law Journal 101-151 (February 1984).

Note, The Black Athletes' Equal Protection Case Against the NCAA's New Academic Standards, 19 Gonzago Law Review 83-102 (1983-84).

Drugs, Athletes, and the NCAA: A Proposed Rule for Mandatory Drug Testing in College Athletics, 18 John Marshall Law Review 205-236 (1984).

Petrie, Interscholastic Sports Eligibility - The Transfer Rule, 37 Washington State Bar News 17 (October 1983).

Remington, NCAA Enforcement Proceduress Including the Role of the Committee on Infractions, 10 Journal of College and University Law 181-196 (Fall, 1983).

Weistart, Legal Accountability and the NCAA 10 Journal of College and University Law 167-180 (Fall 1983).

Weistart, Rule-Making in Interscholastic Sports: The Bases of Judicial Review, 11 Journal of Law and Education 291-336 (July 1982).

Waienkauski, The Regulation of Academic Standards in Intercollegiate Athletics 1982 Arizona State Law Journal 79-108 (Winter 1982).

Brody, NCAA Rules and Their Enforcement: Not Spare the Rod and Spoil the Child-Rather Switch Values and Spare the Sport. 1982 Arizona State Law Journal 109.

Miller, The Enforcement Procedures of the National Collegiate Athletic Association: An Abuse of the Student Athlete's Right to Reasonable Discovery. 1982 Arizona State Law Journal 133-149 (Winter 1982).

Gaona, The National Collegiate Athletic Association: Fundamental Fairness Enforcement Program 23 Arizona Law Review 1064-1102 (1981).

Many of the cases annotated in this section reflect not only legal challenges to NCAA regulations, but also include the scope of constitutional rights of student athletes.

Kush, et al. v. Ruthledge U.S. 75 L Ed 2d 4131, 103 S Ct 1483 (1983)

FACTS: A white football player asserted a variety of commonlaw and statutory claims against the university he once attended and its officials arising out of incidents which occurred while he was a member of the college football team. One of his claims was that three officials engaged in a conspiracy to intimidate and threaten various potential material witnesses in order to prevent them from testifyfing "freely, fully and truthfully" in his lawsuit in federal court.

HELD: The court rejected a motion to dismiss the complaint on grounds that a person seeking to prove a violation of their rights under the first clause of

42 USCS Section 1985 (2), which proscribes intimidation of witnesses in the federal courts, need not allege that the conspiracy was motivated by racial or class-based animus.

Student Athlete Grade Point Averages: The courts have generally held that the NCAA regulations pertaining to student grade point averages are reasonably related to the objectives sought.

Jones v. Wichita State University & NCAA, 698 F.2d 1082 (10th Cir. 1983)

FACTS: Ozell Jones brought suit against the NCAA, Wichita State University & the Missouri Valley Conference, seeking to enjoin them from declaring him ineligible to practice and compete as a member of the Wichita State varsity basketball team. The NCAA has a 2.000 eligibility rule for freshman student athletes. Upon graduation from high school, Jones' high school grade point average, including physical education was 2.38. Without the phsical education grades, Jones' GPA was 1.59. The high school from which Jones graduated did not normally include physical education grades in calculating GPA's for all students.

HELD: The NCAA 2.000 rule and its attendant case interpretations are rationally related to NCAA's permissible objectives and are not violative of the equal protection clause of the Fourteenth Amendment to the U.S. Constitution. In this case, no clearly defined constitutional principles were at issue, therefore, the suit by Jones against the NCAA rules did not present a substantial federal question which would vest the court with jurisdiction to hear his claim.

Another similarly decided case includes:

Parish v. NCAA 506 F. 2d 1028 (5th Cir. 1975)

Regents of University of Minn. v. NCAA 560 F.2d 352, Certiorari dismissed 434 U.S. 978 (C.A. Minn. 1977)

Student athletes were not entitled to considerations of mitigating circumstances in connection with alleged violations of NCAA's constitution and bylaws prior to declaration of their ineligibility. In view of the fact that the NCAA provided for prompt consideration of mitigating circumstances after declaration of ineligibility, there was no superior constitutional duty to prevent the University Board from honoring contractual obligations with the NCAA to declare such student athletes ineligible. The University failed to establish substantial likelihood of success on the merits of its challenge to sanctions imposed upon the university for failure to declare such student athletes ineligible. Therefore the preliminary injunction issued by the district court was denied. There is no constitutional violation in requiring student athletes to have minimum grade point averages

Associated Students, Inc. of California State University - Sacramento v. NCAA 493 F. 2d 1251 (9th Cir. 1974)

FACTS: Action by a student's organization and individual students against association of universities and colleges alleging that the rule limiting eligibility for participation in athletics to students who have predicted a grade point average of at least 1.600 resulted in an unreasonable classification.

HELD: Although the association's enforcement activities were "state action," the rules classification was reasonably related to the purpose for which the rule was enacted as to sanctions imposed against students who had earned at least a 1.600 grade point average at the end of their freshman year but had failed to predict a 1.600 grade point average prior to entrance and who competed in intercollegiate athletics during their first year.

Cases of Transfer of Student Athletes:

English v. NCAA 439 So. 2d 1218 (4th Cir. 1983)

National Athletic Association's rule under which, reduced to its simplest terms, player may not transfer from one college to another in successive years (1) was reasonable rule designed to prevent evils of recruiting, and it deserved to be enforced; (2) was correctly interpreted as rendering plaintiff ineligible to play for one college in 1983 because he had played for another in 1982, and same was true though plaintiff had enrolled at a junior college in summer of 1980 and at another junior college in January of 1983; (3) National Athletic Association was not shown to have been arbitrary, capricious, unfair or discriminatory in dealing with case of player who they held could not, without violating its rule, transfer from one college to another in successive years.

Williams v. Hamilton, 497 F.Supp 641 (D. New Hampshire 1980)

FACTS: Civil rights action under 42 U.S.C. 198 brought by college student desiring to play soccer after transfer from one college to another contending that certain eligibility rules for intercollegiate Athletics ("NAIA") were unconstitutional. The required students previously identified with a four year college or university . . . who then transfers to a member college or university to be in residency for a period of 16 calendar weeks (112 calendar day) before being eligible for any intercollegiate competition in any NAIA sport which the previous institution sponsored during the students attendance.

HELD: A substantial and rational basis existed for the residency requirement, to wit, the desire of the NAIA to prevent to movement of "tramp athletes" from one institution to another for the sole purpose of participating in a given sport. As such, the rule did not deny due process nor equal protection.

Financial Aid or NCAA:

Gulf South Conference v. Boyd 369 So. 2d 553 (Ala. 1979)

FACTS: Boyd attended his freshman year under a grant-in-aid at Livingston University, a Gulf South Conference School. Boyd left the school at the end of that year and attended Enterprise State Junior College. Livingston did offer Boyd his scholarship for a second year but he refused it. He later (1977-78) wanted to attend Troy State University and play football there. The conference declared him ineligible because he had attended another conference school under a grant-in-aid. Boyd brought action for a declaratory judgment. Judgment granted.

HELD: College athletes receive scholarships of substantial pecuniary value to engage in college sports. The right to be eligible to participate in college athletics cannot be viewed as mere speculative interest, but is a property right with present economic value. The conference contended that the court should not interfere with the business of private associations. The court answered this contention by holding that this doctrine does not apply to disputes between the athletes themselves and the association. The athlete is not a member of the association, has no voice or bargaining power concerning rules and regulations adopted but is generally affected, even damaged, by rules declaring him ineligible to participate in college athletics. The Supreme Court of Alabama declare Boyd eligible by virtue of the college athletic association bylaw which states in part that a prospective student-athlete who does not accept a grant-in-aid at one school nor participates becomes a free agent at the end of two years.

Challenges to NCAA regulations:

National Collegiate Athletic Association v. Gillard 352 So. 2d 1072 (Miss. 1977)

FACTS: Gillard received clothing from a University of Mississippi Alumnus at a 1/2 off discount. NCAA Violations Committee deemed this to be in violation of NCAA Rules and suspended him from participation in football games for his sophomore season. Gilliard claims this was a denial of a property right without due process of law as it hurt chances for a professional career.

HELD: The opportunity for a professional football career is not a present property interest. Gillard's right to participate in intercollegiate athletics is not a property right that falls within the Due Process Clause of the Mississppi Constitution (14) or within the 14th Amendment to the U.S. Constitution. The evidence also showed that Gillard's rights were adequately protected through the NCAA investigation process.

Colorado Seminary (University of Denver) v. National Collegiate Athletic Assoc. 417 F.Supp. 885, affirmed 570 F. 2d 320 (D.C. Colo. 1976)

FACTS: University hockey players were declared ineligible for violation of NCAA rules.

HELD: Absent any nolation of constitutional or civil rights, it was not the function of the district court, in a suit by a university and several of its student athletes seeking to restrain National Collegiate Athletic Association from imposing sanctions against the university and from forcing it to declare several of its hockey players ineligible, to sit as a final arbiter of disputes between the association and its membership.
It is generally held that a student athlete/university relationship is not one of employer/employee and therefore does not fall within the confines of workers' compensation guidelines.

CASES: Scholarship Athletes And Financial Aid

The fact that an athlete has an athletic scholarship with a university does not always create a constitutionally protected property interest:

Justice v. NCAA 577 F.Supp 356 (S.C. Ariz. 1983)

Whatever oral representations made by the university coaches to football players regarding participation in postseason and televised games created a mere expectation on desire rather than a legitimate claim of entitlement based on contract; therefore the imposition of sanctions on university by NCAA, rendering the football team ineligible to participate in postseason competition or to make television appearances, did not constitute an infringement on players constitutionally protected property interests by virtue of their athletic scholarship agreements with the university.

Wiley v. NCAA, 612 F. 2d 473 (10th Cir. 1979)

FACTS: Wiley, a student-athlete at the University of Kansas brought suit challenging a rule of the NCAA barring him from receiving a basic education opportunity grant as well as an athletic scholarship.

HELD: The Court has consistently found that, unless clearly defined constitutional principles are at issue, the suits of student athletes displeased with high school athletic association or NCAA rules do not present substantial federal questions. Accordingly, the case is dismissed.

Other Similarly decided cases include:

Colorado Smiray v. NCAA 570 F. 2d 320 (10th Cir. 1978); Allbach v. Odde, 531 F. 2d 982 (10th Cir. 1976); Oklahoma High School Atl. Assoc. v. Bray,321 F. 2d 269 (10th Cir. 1963).

Marcum v. Dale 658 F. 2d 731 (1981)

Members of the University of Oklahoma Women's basketball team received basketball athletic scholarships under an agreement which provided for the renewal of such scholarships as long as they remained eligible in accordance with rule of the Association for Intercollegiate Athletics for Women. After a dispute with the institutions athletic department, the scholarship students were informed that their scholarships would not be renewed because of their attitude and behavior. The students brought his action to recover the value of their scholarships and other damages.

HELD: In view of the fact that the controversy over who should coach the women's basketball team had resulted in disharmony among the players and disrupted the effective administration of the basketball program. (1) Sufficient basis for non-renewal of the students' scholarships were formed. (2) No violation of the students due process rights occurred where they did not request an earlier hearing date and refused to participate in the due process proceedings.

Education and College Sports

Norton, No Time for Classes: Many Athletes Go to College Hoping to Play Professionally . . . but Now They are Suing Because They Failed to Get an Education, 4 California Lawyer 44-48 (July 1984).

Ross, Is Student Athlete a Contradiction of Terms? How Universities Deny Student Athletes an Education, 7 Update 6(5) (Spring 1983).

Hall v. University of Minnesota, et al., 530 F. Supp 104 (D. Minn. 1982) 530 F. Supp 104 (D. Minn. 1982)

FACTS: Hall, a University student and varsity basketball player was denied admission into the "University Without Walls," a college within the University. As a result of this denial, Hall lost his athletic eligibility. Hall had originally enrolled in a non-baccalaureate degree program. Once this program ended, Hall twice attempted to enroll in a "degree program" at the "University Without Walls" and once at the General College.

HELD: Hall was entitled to a preliminary injunction, because otherwise his overall aspirations regarding a career in professional basketball would be substantially threatened because the harm outweighed any harm that granting the injunction would inflict on other parties, and because the student demonstrated a substantial probability of success on his due process claim.

Violence in Sports

Bailey and Matthews, Sports and Torts, 15 Trial Lawyers' Quarterly 26-29 (Summer 1983).

Behagen v.. Intercollegiate Conference of Faculty Representatives 346 F.Supp 602 (D.C. Minn. 1972)

FACTS: Varsity basketball athletes at the University of Minnesota were suspended from further intercollegiate competition for the remainder of the current basketball season. The suspension resulted from their participation in an altercation which occurred during a game. The athletes claim they were suspended without proper notice and opportunity to be heard and as a result thereof were denied their rights to due process as are secured by the Fourteenth Amendment.

HELD: The ruling in which the conference determined that the question should include prohibition against practicing but was reached without granting the athletes a hearing deprived the athletes of their constitutional rights to due process of law. A preliminary injunction was issued against the International Conference of Faculty Representatives.

Racism and the Student Athlete

Greene, The New NCAA Rules of the Game: Academic Integrity or Racism? 28 St. Louis University Law Journal 101-151 (February 1984)

Yasser, The Black Athlete's Equal Protection Case Against the NCAA's New Academic Standards. 19 Gonzaga Law Review 83-103 (1983/84)

Miscellaneous

Solar, Collegiate Athletic Participation: A Property or Liberty Interest? 15 Pacific Law Journal 1203-1220 (1984).

Staton, Recent Cases Concerning the Rights of Student Athletes, 10 Journal of College and University Law 209-224 (Fall 1983).

Mafziger, The Amateur Sports Act of 1978, 1983 Brigham Young University Law Review 297-312 (1983).

PERSONALITY

The purpose of this section is to review some pertinent articles regarding the psychological characteristics of athletes. A number of researchers have focused their attention on personality traits and emotional characteristics of various athletic subgroups, while others have focused on differences between athletes and non-athletes. Other researchers have focused on the relationship between personality variables and athletic performance. Additional references in this area are listed in the bibliogrpahy section of the current document.

Carver, C.S., DeGregorio, E., & Gillis, R. (1981). Challenge and Type A Behavior among intercollegiate football players. Journal of Sport Psychology, 3, 140-148.

The Type A behavior is associated with increase risk of heart disease among men in middle adulthood. There is reason to believe, however that specific elements of Pattern A (e.g. competitive achievement shining, aggressiveness, suppression of attention to fatigue) are useful in other context, for example Athletic competition. In this study, Type A and Type B college football players were evaluated by the team's head coach and assistant coaches, before the season and midseason. Among A's and B's who had been injured by midseason, A's achieved superior scores on ratings of having exerted themselves to their limits, both during practices and during games. Their finding, from a field setting, replicated lab findings.

Doud, R., & Innes, J. M. (1981). Sport and personality: Effects of type of sport and level of competition. Perceptual and Motor Skills, 53, 79-89.

Personal information and personality profiles, using Cattell's 16PF were collected from 93 sportsmen and sportswomen. Players involved in team volleyball and individual squash sports were represented. Athletes were at a high level of competition (those selected for training at state level) and at high level of competition and an average level. Discriminant analysis indicated significant differences in personality characteristics between squash and volleyball players and between high and average level competitors. Differences on a larger number of personality dimensions as a function of type of sports were also noted when analyses were carried out on a state (high) level competition only.

Fisher, A.C., & Zwart, E.F. (1982). Psychological analysis of athletes' anxiety responses. Journal of Sport Psychology, 4, 139-158.

Athletes' self-reported perceptions of and responses to anxiety-eliciting situations were probed for the purposes of describing athletes' anxiety profiles. Intrapersonal variables were used to explain the individual differences evident in the data. College male basketball athletes (N=40) were administered the following four paper-and-pencil inventories: S-R inventory of anxiousness in basketball, similarity of basketball situations, Sport Competition Anxiety Test (competitive trait anxiety), and personal assessment questionnaire (perceived success and ability). Anxiety factors (outcome uncertainty, outcome certainty, ego threat) were deciphered through principal components analysis. Athletes' anxiety responses varied partially with their perceptions of the situations, congruent with the tenets of the interactional model of behavior. Through individual differences analysis, athletes' anxiety responses across all basketball situations were labeled ego threat, outcome certainty/uncertainty, and anticipation. In a multivariate sense, intrapersonal variables (perceived success and ability, and competitive trait anxiety) accounted for 47% of the anxiety response variance. Outcome and efficacy expectations bear direct relevance to the comprehension of competitive sport anxiety. (author's abstract)

Gunderschein, J. (1982, December). A comparison of male and female athletes on measures of self actualization. Journal of Sport Behavior, 5(4), 186-201.

Utilizing data from Shostrom's Personal Orientation Inventory which measures self-actualization, comparisons were made between and among the following male and female athletes and nonathlete (N=339): male varsity and J.V. team members (baseball, gymnastics, lacrosse, track and field, wrestling); female varsity and J.V. team members (basketball, gymnastics, swimming, track); and nonathletes selected from students enrolled in a core course in food science. Based upon the findings of a stepwise discriminant analysis, it was concluded that: (1) There were no differences in self-actualization among the five male athletic teams, nor were there any differences in self-actualization among the four female athletic teams. (2) The total female sample was more self-actualized (P<.05) than the total male sample, but comparisons between the male and female nonathletes indicated attainment of similar levels of self-actualization. However, the POI did discriminate (P<.05) between the female athletes and male athletes showing female athletes to be more self actualized. In two other comparisons, the POI failed to discriminate between male athletes and nonathletes and between female athletes and nonathletes. (author's abstract)

Hirt, J., Hoffman, M. A., & Sedlack, W. E. (1983, January). Attitudes toward changing sex roles of male varsity athletes versus nonathletes: Developmental perspectives. Journal of College Student Personnel, 24(1), 33.

The authors discuss the differences found in using the Situational Attitude Scale between male varsity athletes and male nonathletes in their attitude toward sex. The results indicated that athletes had significantly more negative attitudes than nonathletes to four out of seven situations.

Hunt, D.H. (1969). A cross racial comparison of personality traits between athletes and nonathletes. Research Quarterly, 40, 704-707.

This study was designed to investigate the differences in four personality traits between Negro and white athletes and nonathletes utilizing the Gordon Personal Profile. Six hypotheses, all stated in the null form, were used in comparing the different groups. A total of 111 subjects were divided into four groups based upon their ethnic background and athletic ability. The results produced seven significant differences at the 0.5 level; three between white athletes and white nonathletes; one between Negro varsity athletes and Negro nonathletes; and three between white varsity athletes and Negro nonathletes. These results suggested that white varsity athletes were significantly different and ranked higher in Responsibility when compared to Negro nonathletes. No significant differences occurred when white varsity athletes and Negro varsity athletes were compared, when Negro varsity athletes and white nonathletes were compared, or when Negro nonathletes and white nonathletes were compared. (author's abstract)

Kane, J. E. (1978). Personality research: The current controversy and implications for sports studies. In W.F. Straub (Ed) Sport psychology: An analysis of athletic behaviors. New York: Movement Publications.

The author of this study focused on the personality research and implication for sports studies. Emphasis was placed on correlational analyses research and some theoretical considerations.

Mahoney, M. J. & Epstein, M. L. (1981). The assessment of cognition in athletes. in T. M. Merluzzi, C. R. Glass, & M. Genest. Cognitive Assessment. New York: The Guilford Press.

The authors of this study focused on the literature and practice related to cognitive assessment in athletics. In sports psychology, the search for athletic traits lead to the development of the Athletic Motivation Inventory. However, the controversy over the trait versus the non-trait paradigm is perhaps the most hotly debated issue among sport psychologists. The search for Athletic psychological skills have lead to the development of such instruments as the modified TAT, the Sports Competition Anxiety test, measures of imagery and many other cognitive and perceptual tests.

Matross, R. P. (1980, July). Student attitudes toward intercollegiate athletes. Journal of College Student Personnel, 21, 299-304.

Four hundred and seventy-one students at a large public university were surveyed on their beliefs about intercollegiate athletics. Most said that intercollegiate athletics helped the quality of life at the university, enhanced the personal development of athletes, and provided entertainment. Most students wanted to expand women's athletic programs and maintain the scope of men's programs. Those who had attended intercollegiate sports events were more favorable toward intercollegiate athletics than were those who had not attended. (author's abstract)

McKelvie, S.J., & Huband, D.E. (1980). Locus of control and anxiety in college athletes and non-athletes. Perceptual and Motor Skills, 50, 819-822.

In this study, 92 athletes (members of university and college teams) and 93 non-athletes completed the Illinois Competition Questionnaire measuring trait anxiety in competitive sport situations and the Botter IE scale measuring locus of control. No differences between the groups were found on either test, and scores on the test did not correlate for either group. Further research in this area was suggested.

Meichenbaum, D. and Cameron, R. (1981). Issues in cognitive assessment: An overview. In T. M. Merluzzi, C. R. Glass, & M. Genest. Cognitive Assessment. New York: The Guilford Press,

This article addresses several issues in cognitive assessment. Such issues include: a) process of assessment, b) integrative approach, c) person focus approach. The authors tried to highlight some of the difficulties and challenges that must be dealt with if psychologists are to expand their understanding of the cognitive processes of their clients and subjects.

Morgan W. P. (1970). Contemporary readings in sport psychology Springfield, IL: Charles C. Thomas.

A series of psychological concepts are developed in this paper for use by coaches, trainers, physical educators, and physicians in the field of sports medicine. The concepts which are advanced deal with (1) the psychological characteristics of selected athletic sport groups, (2) the psychological characterization of successful and less successful athletes, (3) tension states and the necessity to handle athletes on a personalized basis, (4) the role of mental health in sport, and (5) the importance of looking beyond conscious verbalizations in attempting to understand the athlete's behavior. These concepts have been specified and elaborated upon, implications delineated, and conclusions presented. (author's abstract)

Nation, J.R., & LeUnes, A.D. (1983). Personality characteristics of intercollegiate football players as determined by position, classification, and redshirt status. Journal of Sport Behavior, 6(2), 92-101.

College football players (N=108) were categorized by position (offensive linemen, offensive backs, wide receivers, defensive linemen, linebackers, defensive backs), by classification (freshmen, sophomore, junior, senior), and redshirt status (playing, not playing). Each athlete completed a battery of psychological tests comprised of the Profile of Mood States (POMS), the F-scale of authoritarianism, and Levensons' Locus of Control (LOC) scale. Linebackers showed more general mood disturbance than players at other positions, while defensive backs evidenced less depression than other players. Freshmen players tended to be more disoriented and fatigued than upperclassmen, and team members that had been redshirted exhibited substantially more aggression than participating athletes. These findings were discussed with respect to the validity of popular player stereotypes and the influence of participation in intercollegiate football on psychosocial development. (authors' abstract)

Paulus, D., Molin, J., & Schuchts, R. (1979). Control profiles of football players, tennis players, and nonathletes. The Journal of Social Psychology, 108, 199-205.

Control profiles of three samples of male college students (49 football players, 70 tennis players, and 88 nonathletes) were determined by administering a battery of sphere-specific scales measuring perception of control. Athletes reported greater perception of control than nonathletes in all behavioral spheres. Football players were particularly high in interpersonal control, whereas tennis players rated highest in personal efficacy. Tennis players experienced higher personal efficacy when their sport was in season. Within each sport an athlete's success was related to his belief in Machiavellian tactics. (authors' abstract)

Rushall, B. S. (1972). Three studies relating personality variables to football performance. International Journal of Sport Psychology, 3, 12-24.

The purpose of these studies was to investigate the relationship of personality variables to classifications of football performance. The main concerns of the investigations were (1) to locate personality variables which changed as a result of participation in football, (2) to assess their relationship to performance levels and success, and (3) to contemplate the contribution of variance sources to the relationship. (author's abstract)

Straub, W.F. & Davis, S.W. (1971). Personality traits of college football players who participated at different levels of competition. International Journal of Sports Psychology, 2, 22-41.

This study was conducted to assess the personality traits of college football players who were participating at different levels of competition to determine if there were significant differences in team personality profiles. The 16 PF were administered to varsity football players (N=246) who were attending a small college (N=50); an Ivy League University (N=69); and a small state supported college (N=44). Personality data were also secured on Big 10 Football players (N-83). Multiple discriminant function analyses were utilized to make between team comparisons. The personality profile of the Big 10 Team differed significantly from each of the other teams.

Valliant, P. M., Simpson-Housky, P. and McKelvie, S. J. (1981). Personality in athletic and non-athletic college groups. Perceptual and Motor Skills, 52, 963-966.

A total of 71 male and female competitive, non-competitive and non-athletes were compared on Cattell's Sixteen Personality Factor (16 PF) and Rotter's locus of control questionnaires. Athletes appeared more dominant and less imaginative than non-athletes. Non-competitive athletes were also less self-sufficient than the other two groups, and females were generally more venturesome than males. These results are discussed in the context of past research. Future studies should carefully differentiate the athletic population along such factors as sex, competitiveness, and type of sports activity. (authors' abstract)

ACADEMICS

This section focuses on research material related to athletes and academic performance. The academic performance of athletes involved in revenue producing sports has been a controversial issue for a number of years. One issue that consistently appears in this literature is that academic achievement of athletes compared to non-athletes. A number of researchers have investigated this problem and concluded that the lower academic performance of athletes is due to a number of variables. These include motivational problems, a lack of emphasis on academics by the sports programs, having a poor high school background and other factors.

This section will includes a number of research articles addressing the dilemma of poor academic performance among college athletes. A variety of opinions are offered in explaining this phenomenon. However, few concrete recommendations have been made to correct the problem of poor academic performances.

The articles summarized in this section include some of the more important in the area of athletes and academic performance. Additional material in this area is listed in the bibliography section of this document.

Birrell, S. (1977). An analysis of the inter-relationship among
achievement motivation, athletic participation, academic
achievement and educational aspirations. International
Journal of Sports Psychology, 8, 178-191.

In an attempt to explain the positive relationship between athletic participation and educational aspirations by examining the effect of achievement motivation on that relationship, two models based on a review of literature from achievement motivation research and research in the sociology of sport were proposed and tested. Neither model represented an accurate fit for the data.

Using methods suggested by Blalock (1964, 1972), nine possible three-variable models were tested with the data. A model which states that athletic participation and achievement motivation exert separate significant effects upon educational aspirations was accepted as the most valid model. However, the underlying rationale of the study, that achievement motivation is a significant antecedent of the relationship between athletic participation nd educational aspirations, was not supported.

The explanation for the dynamics of the positive effects of athletic mains unresolved. Clearly, the search for significant intervening and antecedent factor must continue. The hypothesis that achievement motivation explained a significant amount of the relationship has not been supported by this study. (author's abstract)

Bostian, L.C., & Gardner, I. (1981). Achievement
motivation and the athlete. International Journal
of Sports Psychology, 12, 204-215.

The paper primarily deals with the relationships between achievement motivation and athletic performance. The phenomenon of achievement is described through definition, some personality characteristics, and analogies.

Empirical data suggest that there is a distinguishable correlation and relationship between achievement motivation and the athlete and his performance. It is also evident that a tone may be set which can either encourage or discourage the above mentioned relationship through a process of climate adjustment and leader/participant relationships.

An attempt was made to formulate a practical format so that one could apply the theories of achievement motivation to athletics and the participants therein. Some of the areas covered included recruiting, scheduling, practice, pre-season conditioning, playing experience, and post-season activities. (authors' abstract)

Cash, K. (1979, November). Joe Paterno: Professor of the gridiron. Readers Digest, 153-156.

This article focuses on Joe Paterno, head football coach at Penn State. Proud as he is of the record of his Nittany Lions, Paterno is prouder of the 270 scholarship athletes who have played football for him, 94% have graduated - compared with only 50% of all those entering Penn State as freshmen.

Ervin, L., Dwinell, P., Hogrebe, M.C., & Newman, I. (1982). Prediction of college academic performance from selected student-athlete characteristics. Unpublished manuscript. Athens, GA: Division of Developmental Studies, The University of Georgia.

The present study examines selected characteristics of the student-athlete and how these characteristics are related to college academic performance. Student-athletes were defined as varsity football players from a large Southern university. The results suggested that the interaction of Blacks with SAT verbal scores and white with high school grade point average (HSGPA) should account for significant variance in predicting academic performance for freshman student-athletes four years later.

Hanks, M. P. (1979). Race, sexual status, and athletic participation in the educational attainment process. Social Science Quarterly, 60, 482-496.

The present study utilizes a structural equation model to re-examine the association between high school athletic participation and educational expectation and attainments in which academic performance, significant other's influence, and respondent's self-esteem are specified as mechanisms for mediating the salutary effects of athletic participation on expectations and attainments.

Hauser, W.J., & Lueptow, L.B. (1978). Participation in athletics and academic achievement: A replication and extension. The Sociological Quarterly, 19, 304-309.

Accumulating research based upon cross-sectional designs has shown relationships between involvement in athletics and academic achievement and aspiration. These results have been interpreted as contrary to Coleman's early conclusion that athletics diverted talent from academic programs. However, more recent study of this relationship in five metropolitan high schools seriously questions the causal interpretation of the effects of high school athletics upon academic achievement. Athletes have higher GPAs at the end of their high school career than at the start, but they do not gain as much as nonathletes over the years of earlier study in twenty Wisconsin high schools. These similar results obtained in schools separated in time and space support Coleman's original view of the effect of athletics. (author's abstract)

McPherson, B.D. (1980, May). Sport in the educational mileau: Unwanted questions and untested assumptions. Phi Delta Kappan, 605-606.

In recent years, a number of studies have suggested that high school athletes have higher aspirations than non-athletes, even when social class, mental ability, previous academic achievement, and parental encouragement are controlled. A few explanations have been suggested, but few if any have much empirical support.

Picou, J. S. (1978). Race, athletic achievement and educational aspirations. The Sociological Quarterly, 19, 429-430.

The relationship between athletic achievement and educational aspiration is explored for black and white males. Results indicate that athletic behavior facilitates the association of white athletes with a college-oriented peer group, producing an indirect influence on aspiration. In contrast, athletic behavior for black athletes is unmediated, indicating that other intervening social-psychological factors may be relevant. The theoretical significance of these results are discussed and suggestions are provided for future research on the consequences of interscholastic athletics for educationl aspiration. (author's abstract)

Picou, J. S. & Hwang, S. (1982). Educational aspirations of academically disadvantaged athletes. Journal of Sport Behavior, 5(2).

This study attempts to evaluate the importance of interscholastic athletics for the formation of educational aspirations among academically advantaged high school youth. Two hypotheses are presented which specify that academically-disadvantaged athletes hold higher educational goals than their non-athlete counterparts and that participation in athletics is more important for the educational goals of disadvantaged, in contrast to advantaged youth. A statewide probability sample of 3,245 respondents was utilized to evaluate these hypotheses across four race-gender groups for five forms of academic-disadvantagement. The results indicate that athletic participation is associated with the formation of educational aspiration in a similar manner for both "academically advantaged" and "disadvantaged" youth. This finding and others are interpreted n terms of linear-additive and interaction analysis models and directions for future research are presented. (authors' abstract)

Purdy, D. A., Eitzen, S. S., & Hufnagel, R. (1982, April). Are athletes also students? The educational attainment of college athletes. Social Problems, 29(4), 439-448.

Though the educational attainment of college athletes has become a major concern in the United States, there has been little research on the relationship between participation in college sports and educational attainment. We studied more than two thousand athletes over 10 years at a major western university and found that athletes were less prepared for college and achieved less academically in college than the general student population. All athletes did not perform equally, however. Scholarship holders, blacks, and participants in the major revenue-producing sports of football and basketball had the poorest academic potential and performance. (authors' abstract)

Weiberg, S. (1983, June 21). Academics for athletes emphasized. USA Today, pp. 1-2c.

The author of this article addresses the issue of whether universities are making more of an effort to properly educate athletes. An academic counselor in Iowa State University's athletic department recently revealed that a couple of seasons ago, 95% of the school's incoming football and basketball players read below the 18th grade level and 20 percent were functionally illiterate. It also was reported that 8 of the 28 freshmen who entered the University of South Carolina on football scholarship last fall could barely read.

Williams, L., & Youseff, Z.J. (1975). Division of labor in college football along racial lines. International Journal of Sport Psychology, 6(1), 3,13.

The purpose of this study is two-fold: (a) to ascertain whether division of labor along racial lines exists on all levels--high school, college, and professional football; and (b) to devise a statistical technique by which quantitative prediction can be made about assignment of players to particular football positions on the basis of their race. Results indicate that division of labor manifests itself strongly on all three levels with a disporportional larger number of Blacks assigned to the positions of running back, wide receiver, and defensive halfback. While a disproportionatal large number of Whites are being assigned to the positions of quarterback, center, and offensive guard. As for the statistical techniques, the authors established, by means of Bayes' theorem, likelihood ratios that significantly enhance the accuracy of predicting position assignment on the basis of race for each sample. The statistical techniques employed enhances such prediction from 24% in High School to 93% in Professional teams with the College Sample falling in the middle of this range. (authors' abstract)

COUNSELING

Researchers in the counseling area report that college athletes have special needs. Several authorss focus on the special needs of the "privileged" athlete, and concluded that, in many cases the athlete is overlooked by the institutions's counseling program. Gilbert (1974) and Lanning (1982) also discuss their perceptions of the special needs of athletes and how they see counselors and psychologist relating to the athletic system and the athletes themselves.

The remaining articles focus on specific counseling programs for athletes at various colleges and universities. These programs are primarily career oriented and help athletes either before or after their eligibility has expired. The other programs are academic and focus on specific ways several universities have helped athletes succeed in the classroom.

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Gilbert, B. (1974). What counselors need to know about college and pro sports. Phi Delta Kappan, 56, 121-124.

The pressures on the exceptional "blue-chipper" athlete are formidable - more than their athlete and non athlete peers, even greater than those faced by many adults. There is good evidence that these blue chip athletes are less able to cope with these pressures than others would. Since he has spent much of his time focused on athletics, the athlete has not had time to develop skill to deal with these other formidable pressures. In addition, the advice and council offered to blue-chip athletes is many times biased and less than objective. The glamour and emotionalism associated with sports makes high school coaches, counselors and even parents susceptible to an ego trip when advising athletes.

The substantial money involved, along with the status and fame offered by professional sports are attractive to many athletes. However, the intense competition involved in making it to the pros is often overlooked. In addition, the threat of injury, which can dash the hopes of even the greatest athlete is also overlooked. Career opportunities for ex-athletes are few, especially when the athlete had not prepared for a career outside of sports.

For the small percentage of athletes who have enough talent and are strongly motivated to becoming a professional, several considerations must be weighed. Scholarships are the most immediate concerns to blue chip high school athletes. Counselors must be attuned to the fact that the scholarship, while being a ticket to college, must be renewed each year. If the athletes cannot continually perform, his ticket will be withdrawn. Counselors must help an athlete sort through athletic offers in order to find the institution which offers the student the best chance to succeed. By checking on graduation rates of prospective colleges, the athlete and/or his advisor/counselor can make a more sound decision.

Exposure of the athlete to professional scouts is also important in the decision. Thus television appearances are important to the athlete who wishes to continue playing sports in the pros. The program offered by the athletic system is also an important consideration. The quarterback who is a good passer may want to think twice before attending a institution which has a predominately running game.

For the vast majority of athletes who do not seriously consider a professional contract, but wish to play college sports while getting an education, the school's academic reputation is of prime importance. Counselors should be aware of the confusing advice recruits are likely to receive from coaches and recruiters. In addition the student and counselor must consider whether the coach and the athletic administration will allow the athlete to pursue his academics interest.

In sum, the author believes athletics are by in large a selfish activity. The best advice an athlete can be offered is to weigh out all offers in terms of "what will it do for me." This position can lead the athlete into a situation with much less frustration, disillusionment and disappointment while resulting in much less hypocrisy.

Kurpius, E. & Rose, M. (1982). Academics for athletes at Indiana University. Phi Delta Kappan, 64(3), 163-165.

The academic counseling program at Indiana University has as its number one goal graduation rates, not eligibility. Academic counselors direct study halls, advise student-athletes on class schedules, and provide the athletic department with help in recruiting, maintaining eligibility, and interpretation of NCAA rules. This article explores the role of the academic counselors in recruiting and services to students.

Continuity of staff is important to the program, thus graduate students are not used but "professionals" are hired. Recruits meet with the academic counselors on their one visit to Indiana and attend a two-day summer orientation during the summer, if they decide to enroll. Individualized tutoring and monitoring are keys to the success of the program once the athlete becomes a student. Some student-athletes still have difficulties. The program requires cooperation from many people, but only the coach can make academics a priority, the authors conclude.

Lanning, W. (1982). The privileged few: Special counseling needs for athletes. Journal of Sport Psychology, 4, 19-23.

One special group that counselors have not attended to have been scholarship athletes. Many academic counselors are not trained to deal with the special needs of athletes. Sport psychologists have been working primarily in the area of maximizing performance for the athlete while counseling and clinical psychologist are generally used to help correct a specific problem which may be disruptive to an individual or to the team. Athletes have special needs however.

Athletes tend only to associate with other athletes and these relationships frequently involve competitiveness. Time management is another problem since the program usually dictates how the athlete spends his time. Academics suffer when the athlete is not able to properly take notes or study. Counselors need to design programs to help athletes manage time. The vast majority of athletes also aspire to play professional sports although very few do. Career development is important for the athlete who will soon be through with his eligibility. Self image is also difficult for athletes who come from high schools where they were stars to college where the competition is much tougher. Counselors need to help athletes accept being average. Injuries also can force athletes to make adjustments. Training counselors appropriately and educating coaches is the key to dealing more effectively with the special needs of the "privileged" student-athlete.

McCurdy, J. (1983, September 14). UCLA counseling athletes on careers after their glory days are over. The Chronicle of Higher Education, 23, 26.

UCLA's counseling program encourages athletes to explore and plan for non-athletic careers based on the statistic that few will make it to professional sports. The new attitude of the athletic department is generated by penalties levied by the NCAA against UCLA's athletic program.

The first year of the program involves identifying skills which the athlete already has and those he/she would like to develop. In the second year the athletes will match their skills to careers, and in the third year will participate in an unpaid internship. The final year will be spent on job skills such as resume writing, interviewing, etc.

Middleton, L. (1982, July 9). How one institution tries to insure that its athletes make academic progress. The Chronicle of Higher Education, 24(15), 1,14.

Middleton discusses the University of New Mexico's 1980 Intercollegiate Athletic Policies and Procedures manual. There are over 50 athletes in academic tutoring at the university. The program includes graduate student tutors, coaches for discipline. Unexcused absences result in 6 AM makeups. All new athletes attend the tutoring sessions.

Nelson, E. S. (1982). The effects of career counseling on freshman college athletes. Journal of Sport Psychology, 4(1), 32-40.

The study suggests that college athletes can improve academic performance through participation in career counseling. 34 female and 98 male freshman athletes were randomly assigned to two groups during their first semester in college. The group that attended five career counseling sessions was found to have higher first semester grade point averages, more changes in choices of college majors, and higher expressed satisfaction with their majors than the control group. At the end of the freshman year the career counseling group did not have higher freshman gpas than the rest of the freshman class, but the control group had significantly lower gpa's than the experimental group and the rest of the freshman class. (authors abstract)

Remer, R., Tongate, F., & Watson J. (1978). Athletes: Counseling the overpriveleged minority. *Personnel and Guidance Journal*, *56*, 626-629.

The article looks at the needs of athletes from several perspectives. From coaches, the vast amount of work and the pressure of their job plus the attitude of alumni to win makes it difficult to stay attuned to the needs of the athlete. From faculty, athletes shouldn't be treated as special, especially when they are spoiled anyway. From the athletic director, the implementation of the program is the coaches job; the bottom line is keeping the program running in the red. From academic athletic advisors, they are doing everything they can to get the athletes through, but handling their special needs is more than five assistants can do for 200 athletes. From students, athletes are great, fun to watch, great for school spirit, but they don't know any personally; anyway when they get in trouble, someone always takes care of them. From the athletes, everyone treats them odd - coaches want 110 percent, advisors want every minute accounted for, students and faculty treat them strange, but they are not worried since they'll have it made in pro sports. For counselors, outside of study skills, decision making about a major, or testing, they don't deal with athletes very much; athletes have problems, but they're hard to talk to - either they talk about their studies or say everything is fine. Besides, it is difficult to work with someone who doesn't want help.

The authors believe the reality is that neither the athlete nor others perceive themselves correctly. This is much of the problem. They sight statistics on the number of high school, college, and professional athletes, clearly indicating how few make it to the final category. Athletes are caught is a system where they are a special commodity. They are protected and excused as well as admired for their talent. For many, athletics is the easy or only way to success in life, or at least that possibility.

The authors list special problems of athletes who they see as lacking in realistic life expectations/goals, social and academic skills, self confidence, sensitivity to others, and and opportunity for psychological maturation. For the athletic system, the authors cite the reinforcement of unacceptable behavior, overprotection, depersonalization, and quick acceptance of short sighted measures as much of the problem.

Recommendations center around respect for the athlete - a difficult prescription, especially within a closed system. Counselors are in a precarious position to make change. They need to be accepted by the athletic system and not threaten their authority while remaining objective. The key is to follow the line of least resistance. By meeting immediate needs, study skills, test taking, anxiety, and motivation, perhaps counselors can make their way into the system where they can help athletes. The goal is to help athletes enter or re-renter the college population as individuals."

Spinelli, P. R. and Barrios, B. A. (1979, May). Counseling center outreach: Sports psychology. Journal of College Student Personnel, 20, 280.

At the University of Utah in Salt Lake, the counseling center has begun a program for athletes at the request of several coaches. The program is a time limited training package offered before the season. The team meets in groups of six-eight, twice a week, for five weeks. The counselors use a questionnaire developed by Mahoney and Avener to identify anxiety-producing situations and cognitive coping strategies of athletes. After the assessment phase, the counselors use a relaxation technique as an anxiety reduction technique. Finally the counselors use a self-statement modification technique developed by Michenbaum and Cameron whereby negative thoughts are replaced by more positive, task oriented ones. To unlearn well established behaviors, the counselors also use a visual-motor behavioral rehearsal technique developed by Sujins to focus attention on specific motor sequences required to complete a movement. Self report and informally gathered data conclude the program is relatively successful in increasing athletic performance.

Tootle, J. R. & Rinsman, D.L. (1980). Student development and student athletes. Journal of College Student Personnel, 21, 282-283.

The College of Enrollment and Advisement for freshman at Ohio State University has developed a program for college athletes which includes four elements. The first is a two day orientation program in the summer; the second is assignment of an academic advisor who helps with scheduling and career counseling; the third is a one credit course in the first quarter of the freshman year taught by the academic advisor that focuses on study methods, career planning, university resources, and other freshman topics; and the fourth is a banquet in the spring quarter which recognizes student-athletes who have distinguished themselves academically.

Wittmer, J., Bostic, D., Phillips, T.D. & Waters, W. (1981). The personal, academic, and career problems of college student athletes: Some possible answers. Personnel and Guidance Journal, 60, 52-55.

The article presents a counseling program for student athletes at the University of Florida where the counselor's role has been expanded to include identifying and assisting with athlete's personal, vocational, and academic concerns. The authors describe the current state of collegiate athletic programs, especially in Division I schools where the tendency to "major in eligibility" has been the norm.

A new course for freshman athletes is described. The course, designed by two ex-athletes, is a highly structured one which focuses on self concept, vocational and academic awareness, leadership, race relations, interpersonal communication skills, and dealing with the media and press. In the assessment phase of the class, the counselors use the Strong Vocational Interest Blank, the Myers-Briggs Type Indicator, the Athletic Motivation Inventory and an incomplete sentence test. The students are assigned a paper on understanding themselves which is based in part on the results of the assessment. The other topics in the class are covered using outside readings, role playing, guest lectures, and group projects. Three quarter hours of credit are given and the grades are pass/fail.

In response to reports from senior athletes about their future, the senior author initiated a seven session, non-credit, seminar which focused on topics such as insurance, financing a home, buying a car, resume writing, job interviews, and marriage. Former letterman were used as speakers, since the author was concerned with credibility of lecturers. In addition, the seminars were centered around the evening meals in the athletic dorm.

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